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IMPACT

The District of Columbia Public Schools
Effectiveness Assessment System for
School-Based Personnel

2011–2012

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GROUP 3a
Special Education Teachers —
Autism Program



Michael DeAngelis



Simona Monnatti



On the cover of the IMPACT guidebook are the six core beliefs of DCPS. They are:

- All children, regardless of background or circumstance, can achieve at the highest levels.
- Achievement is a function of effort, not innate ability.
- We have the power and responsibility to close the achievement gap.
- Our schools must be caring and supportive environments.
- It is critical to engage our students' families and communities as valued partners.
- Our decisions at all levels must be guided by robust data.

These core beliefs are the foundation of our work as a school system. They speak to the incredibly powerful idea that, despite the challenges that many of our students face, we have the ability to make a dramatic, positive *impact* on their lives. Our hope is that this effectiveness assessment system will help us increase that impact and, in doing so, broaden the life opportunities of the children of the District of Columbia.

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Dear DCPS Community,

Throughout my thirteen years working with DCPS, I have been continually humbled and inspired by our students' talents, resilience, and potential. And I know that you, the educators in our schools, are the key to unleashing their brilliance and opening a world of possibilities for them.

Because so much depends on our ability to serve our students with excellence, we introduced the Teaching and Learning Framework and IMPACT in 2009 to focus us all on what it would take to make DCPS the highest performing district in the nation.

This year, we are working towards the same high expectations — but we are also committed to providing educators with better support. We are excited about the new curricular materials that we will put in teachers' hands as we begin to implement the rigorous Common Core State Standards. Teachers will also receive more intensive classroom guidance from instructional coaches, and we will launch an extensive library of professionally-produced lesson videos — filmed in DCPS classrooms — that will show great teachers in action. We have worked hard to provide other school-based staff members with high-quality professional development, and we will continue our efforts to make this support even better.

To learn more about these and other ways we will support you, please see the *Supporting Your Success* section of this guidebook.

As educators, we have the responsibility to put our students on a path to success now and later in life. Let this year be a chance to embrace it with renewed energy, focus, and optimism.

Sincerely,



Kaya Henderson

Chancellor, District of Columbia Public Schools



PUTTING GROWTH FIRST

How does IMPACT support my growth?

The primary purpose of IMPACT is to help you become more effective in your work. Our commitment to continuous learning applies not only to our students, but to you as well. IMPACT supports your growth by:

- **Clarifying Expectations** — IMPACT outlines clear performance expectations for all school-based employees. We have worked to ensure that the performance metrics and supporting rubrics are clear and aligned to your specific responsibilities.
- **Providing Feedback** — Quality feedback is a key element of the improvement process. This is why, during each assessment cycle, you will have a conference to discuss your strengths as well as your growth areas. You can also view written comments about your performance by logging into your IMPACT account at <http://impactdcps.dc.gov>.
- **Facilitating Collaboration** — By providing a common language to discuss performance, IMPACT helps support the collaborative process. This is essential, as we know that communication and teamwork create the foundation for student success.
- **Driving Professional Development** — The information provided by IMPACT helps DCPS make strategic decisions about how to use our resources to best support you. We can also use this information to differentiate our support programs by cluster, school, grade, job type, or any other category.
- **Retaining Great People** — Having highly effective teachers and staff members in our schools helps everyone improve. By mentoring and by serving as informal role models, these individuals provide a concrete picture of excellence that motivates and inspires us all. IMPACT helps retain these individuals by providing significant recognition for outstanding performance.

IMPACT reflects our belief that everyone in our system plays a critical role in improving student outcomes. With an outstanding teacher in every classroom and excellent staff members throughout our schools, our students will graduate prepared for success in college, the workforce, and life.

For further information about job-specific resources and professional development designed to help you grow, see the *Supporting Your Success* section at the end of this guidebook.



Michael DeAngelis

GROUP 3a: OVERVIEW

Who is in Group 3a?

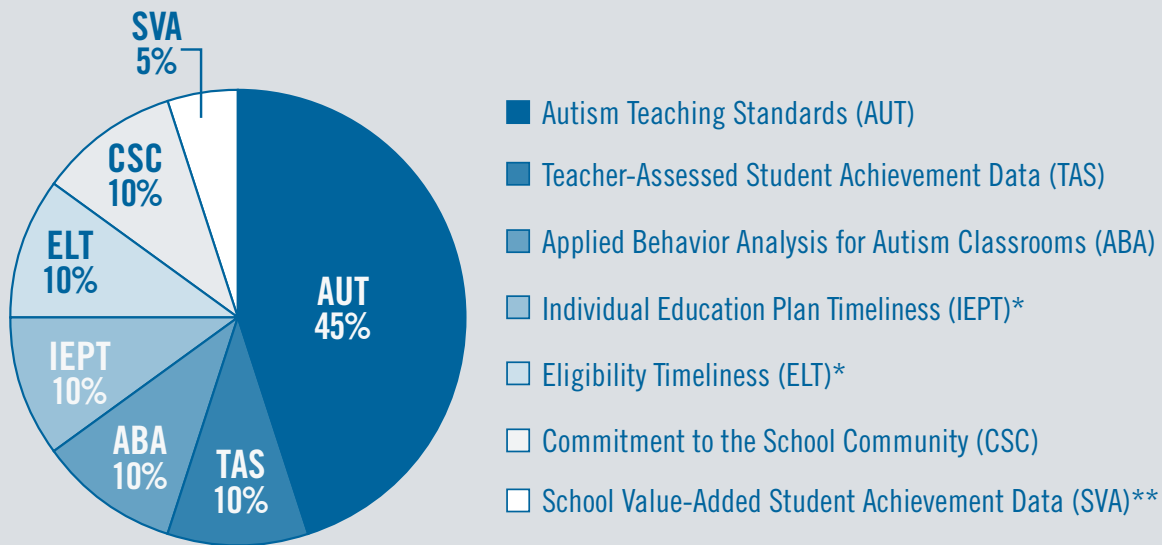
Group 3a consists of all special education teachers of autism classes.

What are the IMPACT components for members of Group 3a?

There are eight components for members of Group 3a. Each is explained in greater detail in the following sections of this guidebook.

- **Autism Teaching Standards (AUT)** — This is a measure of your instructional expertise. This component makes up 45% of your IMPACT score.
- **Teacher-Assessed Student Achievement Data (TAS)** — This is a measure of your students' learning over the course of the year, as evidenced by rigorous assessments other than the DC CAS. This component makes up 10% of your IMPACT score.
- **Applied Behavior Analysis for Autism Classrooms (ABA)** — This is a measure of the extent to which you appropriately implement ABA principles and methodology in your class. This component makes up 10% of your IMPACT score.
- **Individual Education Plan Timeliness (IEPT)** — This is a measure of the extent to which you renew the IEPs for the students on your caseload within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education. This component makes up 10% of your IMPACT score.
- **Eligibility Timeliness (ELT)** — This is a measure of the extent to which the special education eligibility process required for the students on your caseload is completed within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education. This component makes up 10% of your IMPACT score.
- **Commitment to the School Community (CSC)** — This is a measure of the extent to which you support and collaborate with your school community. This component makes up 10% of your IMPACT score.
- **School Value-Added Student Achievement Data (SVA)** — This is a measure of the impact your school has on student learning over the course of the school year, as evidenced by the DC CAS. This component makes up 5% of your IMPACT score.
- **Core Professionalism (CP)** — This is a measure of four basic professional requirements for all school-based personnel. This component is scored differently from the others, which is why it is not represented in the pie chart. For more information, please see the Core Professionalism section of this guidebook.

IMPACT COMPONENTS FOR GROUP 3a



**In the event that this component cannot be scored, the Autism Teaching Standards (AUT) component will expand to replace this portion of the pie.*

***In the event that School Value-Added Student Achievement Data (SVA) cannot be generated for your school, the Commitment to the School Community (CSC) component will expand to replace the SVA portion of the pie.*



AUTISM TEACHING STANDARDS (AUT)

What are the Autism Teaching Standards?

The Autism Teaching Standards (AUT) are based in Applied Behavior Analysis methodology and define excellence for autism teachers in DCPS. They include:

- Standard 1: Target and Track Learning Goals at Each Student's Level
- Standard 2: Provide Frequent Opportunities to Practice and Demonstrate Skills
- Standard 3: Promote Rigor and Improved Responding at Each Student's Level
- Standard 4: Implement Instruction to Foster Development of Social and Communication Skills
- Standard 5: Provide Instructive Feedback for Incorrect Responses and Adjust Instruction
- Standard 6: Maximize Instructional Time through Organized Routines, Procedures, and Pacing
- Standard 7: Reinforce Behaviors to Promote Engagement and Responding
- Standard 8: Respond Consistently and Appropriately to Challenging Behaviors
- Standard 9: Provide a Structured and Supportive Learning Environment

How will my proficiency in the Autism Teaching Standards be assessed?

Your proficiency will be assessed through formal classroom observations. The rubric for these observations has four proficiency levels: Level 4 (highest) to Level 1 (lowest). The full rubric can be found at the conclusion of this section.

How many formal observations will I have?

You will normally have five formal observations: three by an administrator (principal or assistant principal) and two by an impartial, third-party observer called a master educator. Please note that, if you are not present for the entire school year (for example, due to extended leave), the number of observations may be modified.

How will teachers who have earned Highly Effective ratings two years in a row be assessed this year?

Teachers who have earned Highly Effective ratings during both of the last two school years will receive two observations by December 1 — one conducted by an administrator and one conducted by a master educator. If the average score from these two observations is 3.5 or higher (on the 1.0 to 4.0 scale), the teacher will have the opportunity to waive observations for the rest of the year. If the average score is below 3.5, the teacher will continue on the normal observation schedule.

Please note that teachers who are shared between two schools will receive an observation by each of their administrators by December 1. These scores will then be averaged together, along with the score from the first master educator observation, to determine whether shared teachers are eligible for a reduced number of observations this year.

What is a master educator?

A master educator is an expert practitioner in a particular content area who serves as an impartial observer of your practice. The master educators are not school-based. Instead,

they travel from school to school, conducting their observations without any knowledge of the scores you receive from your administration. Though we make a concerted effort to ensure that the master educators who observe you have expertise in your particular subject area, please understand that a perfect pairing cannot always be achieved.

Where did the idea for the master educators come from?

The master educator role was born out of the focus groups we held with DCPS teachers during the 2008–2009 school year when we first designed IMPACT. In over 50 focus groups, DCPS teachers consistently said they wanted an objective, expert teacher who was familiar with their content area to be a part of the assessment process.

When will my formal observations occur?

The first administrator observation will occur between September 12 and December 1, the second between December 1 and March 1, and the third between March 1 and June 1. The first master educator observation will occur between September 12 and February 1. The second will occur between February 1 and June 1.

Will the formal observations be announced or unannounced?

The first administrator observation will be announced. All other observations will be unannounced.

How long will the formal observations last?

Each formal observation will be at least 30 minutes.

Can I provide my master educator with additional information about my class?

Yes. There may be contextual information that you wish to share with your master educator. For example, you may mention a particular student's IEP, provide clarification on the curricular model you are using, or share other information about your class, students, or lesson that would allow your master educator to give you more helpful comments and suggestions.

To provide this additional information, visit <http://impactdcps.dc.gov>. You may submit it at any time, but we encourage you to do so no later than 24 hours following your observation, so that your master educator has an opportunity to review it prior to writing your observation report and meeting with you during the post-observation conference.

Will there be a conference after the formal observations?

Yes. Within 15 calendar days following the observation, the observer (administrator or master educator) will meet with you to share her/his ratings, provide feedback, and discuss next steps for professional growth.

Please note that your final post-observation conference (Cycle 2 for master educator observations and Cycle 3 for administrator observations) must be completed by June 14.

Will I receive written feedback based on my formal observations?

Yes. You will receive written comments through a web-based portal. You can log into your account by going to <http://impactdcps.dc.gov>.



How will my formal observations be scored?

For each formal observation, you will receive a 4 (highest) to 1 (lowest) rating for each of the Autism Teaching Standards. Your standard scores will then be averaged together to form an overall score of 4.0 (highest) to 1.0 (lowest) for the observation. At the end of the year, your five observation scores will be averaged together to calculate an overall score of 4.0 (highest) to 1.0 (lowest) for this component of your IMPACT assessment. See the sample score chart below.

Will I have any informal observations?

Administrators are encouraged to conduct informal observations to help provide you with ongoing support and guidance. You should also feel free to invite an instructional coach or your colleagues to conduct informal observations in an effort to help you improve your practice.

If I have additional questions about the Autism Teaching Standards, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

SAMPLE SCORE CHART
AUTISM TEACHING STANDARDS (AUT)

AUTISM TEACHING STANDARDS (AUT)	ADMIN CYCLE ENDS 12/1	ADMIN CYCLE ENDS 3/1	ADMIN CYCLE ENDS 6/1	ME CYCLE ENDS 2/1	ME CYCLE ENDS 6/1	OVERALL (Average of Cycles)
AUT SCORE (Average of AUT 1 to AUT 9)	3.6	3.6	3.6	3.6	3.8	3.6
AUT 1: Target and Track Learning Goals	3.0	4.0	4.0	3.0	3.0	
AUT 2: Provide Opportunities to Practice/Demonstrate Skills	4.0	3.0	3.0	4.0	4.0	
AUT 3: Promote Rigor and Improved Responding	4.0	3.0	4.0	4.0	4.0	
AUT 4: Foster Development of Social and Communication Skills	3.0	4.0	3.0	3.0	4.0	
AUT 5: Provide Instructive Feedback for Incorrect Responses	4.0	4.0	4.0	3.0	3.0	
AUT 6: Maximize Instructional Time	3.0	3.0	4.0	4.0	4.0	
AUT 7: Reinforce Behaviors to Promote Engagement/Responding	4.0	4.0	3.0	4.0	4.0	
AUT 8: Respond to Challenging Behaviors	3.0	4.0	4.0	3.0	4.0	
AUT 9: Provide a Structured and Supportive Environment	4.0	3.0	3.0	4.0	4.0	



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AUTISM TEACHING STANDARDS (AUT) RUBRIC

LEVEL 4 (HIGHEST)		LEVEL 3
AUT 1: TARGET AND TRACK LEARNING GOALS AT EACH STUDENT'S LEVEL		
AUT 1	Teacher is highly effective at targeting and tracking learning goals at each student's level.	Teacher is effective at targeting and tracking learning goals at each student's level.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> A measure of progress tracking is evident for almost all activities. Data is specific to each activity and collected in a variety of ways. The teacher uses, and supports staff members in using, written goals and notes to guide instruction. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> The teacher targets learning goals on each student's level and communicates them in a way that each student understands, demonstrated by the student responding to the teacher's guidance toward achieving a learning goal. If students are not working directly with the teacher, staff members are working on specific learning goals with each student. Staff members' clarifying questions are efficiently addressed and do not disrupt student learning or suggest confusion about students' learning goals. Target learning goals are written for staff members and some measure of progress tracking (for example, data sheets, clickers, counters, work products and samples) is evident for most students and goals at some point during the lesson.

Notes:

- Some students may need very unique and specific learning goals in order to acquire concepts. For example, a teacher with a group of high school students may work on specific vocational skills with some students, while other students are working on developing early reading skills and another student works on sorting and identifying pictures of common items.
- Goal notes and progress-tracking measures can appear in a variety of ways. Some teachers may use index cards to take +/- data, while others may use data sheets with goals listed on them. During group work, a teacher could use note cards listing specific goals for each student, whereas other teachers may lead instruction while their staff members track goals. For higher functioning students, work samples can serve as effective progress-tracking measures. Work samples are ineffective as progress-tracking measures, however, if students are being given significant help to get through a product without the teacher noting the level of help, because the resulting sample is not reflective of a student's skill level.
- Observers may find students playing freely at times and not addressing learning goals, having earned breaks or rewards. If a teacher has a system in place under which students can earn short reward periods like these, the teacher should not be penalized. However, students should never spend most of an observation playing freely without working toward learning goals.

LEVEL 2

LEVEL 1 (LOWEST)

Teacher is **minimally effective** at targeting and tracking learning goals at each student's level.

The following best describes what is observed:

- The teacher targets learning goals for students, but goals are not targeted on some students' levels, and the teacher sometimes does not communicate the learning goals in a way that each student can understand.
- If students are not working directly with the teacher, staff members are working on specific learning goals with most students. Staff members may have several basic questions that suggest confusion about which learning goals to work on with students.
- Target learning goals are written for staff members and some measure of progress tracking is evident for one or more students and goals at some point during the lesson.

Teacher is **ineffective** at targeting and tracking learning goals at each student's level.

The following best describes what is observed:

- The teacher rarely or never targets learning goals on each student's level (goals are significantly too difficult or too easy), or the learning goals targeted are rarely or never communicated in a way that each student can understand.
- If students are not working directly with the teacher, learning goals are not clearly defined for staff members and students. Staff members may seem confused about which learning goals to work on with students.
- Target learning goals are not written for staff members and progress-tracking measures are not evident for any students or goals at some point during the lesson.

4. In the majority of lessons in autism classes, different groups of students will be working toward a variety of goals. Observers should assess whether each group (which may be one student) is designed intentionally to move students toward mastery of a goal at each student's level.
5. In some cases, it is not appropriate to explicitly state a goal for a lesson. This might be true in a lesson in which the goal is for the student to develop a level of independence at a skill (for example, manipulating toys independently, appropriately requesting a toy, or imitating what others do). In these cases, an observer should assess the teacher based on whether the students are engaged in work that moves them toward mastery of a skill and the teacher is effectively supporting the student (for example, using physical prompts or gestures) in order to guide the student toward mastery.
6. In a secondary classroom, data may be recorded on students' functional academic and communication performance. For example, a task analysis might be conducted to identify the steps involved in preparing a meal or paying for an item at a store. Staff might then record the accuracy and number of prompts needed to complete each step. During leisure activities such as meals, sports, and transitions, data may be recorded on social interactions and requests, along with the number of staff prompts required during the activity.



AUTISM TEACHING STANDARDS (AUT) RUBRIC

LEVEL 4 (HIGHEST)		LEVEL 3
AUT 2: PROVIDE FREQUENT OPPORTUNITIES TO PRACTICE AND DEMONSTRATE SKILLS		
AUT 2	Teacher is highly effective at providing frequent opportunities to practice and demonstrate skills.	Teacher is effective at providing frequent opportunities to practice and demonstrate skills.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • Instruction is consistently implemented so that the skills each student needs to acquire are frequently targeted. • Each student is consistently given frequent opportunities to practice and demonstrate skills during lessons. • The teacher consistently capitalizes on opportunities to allow students to practice their individual skills. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The skills each student needs to acquire are frequently targeted, and almost all students have opportunities to demonstrate skills. • Students only have brief periods of time when they have to wait before being given an opportunity to engage. • The teacher capitalizes on most opportunities to practice the students' individual skills (for example, how to request help when a student encounters an unexpected problem).

Notes:

1. Effective ways of promoting frequent opportunities to practice skills include Discrete Trial Instruction (DTI) and Direct Instruction (DI). DTI and DI typically involve 1:1 or 1:2 teaching scenarios. The teacher presents targeted skills in succession mixed in with mastered skills. Specific supports (prompts) are often used to demonstrate correct responses, and fading of prompts is based on the needs of the student. The teacher gives specific reinforcement for correct responses and follows "error correction" procedures when students give incorrect responses.
2. During a themed activity in which students are at a variety of levels, instruction should be designed so that each student has many opportunities to practice the skills the student needs to acquire. For example, during "animal bingo," students who are learning to match identical pictures have to match the twelve pieces they are given, students who are learning to categorize have to sort twelve animals into categories, and students who are learning to request may need to say "Give me the cow, please" before being able to match their animals.
3. During a group reading of a text, each student should be given many opportunities to respond on her or his level. Some students may be asked to find pictures, others may be learning to answer factual "wh-" questions, and others may be learning to predict actions in text.
4. When possible, the teacher should engage students in opportunities to maintain and generalize skills in age-appropriate, real-world, and community-based activities that capitalize on student interests. For example, after a student has been explicitly taught how to greet a friend during social skills instruction, the student might be provided with opportunities to generalize this skill during lunch time, sports, or interactions with general education peers.
5. For secondary students, promoting functional life skills may be accomplished through strategies such as least-to-most prompting sequences and incidental teaching. For example, if a student sneezes, s/he might use a mand, Picture Exchange Communication, or a gestural prompt to access a tissue.

LEVEL 2

LEVEL 1 (LOWEST)

Teacher is **minimally effective** at providing frequent opportunities to practice and demonstrate skills.

The following best describes what is observed:

- The skills each student needs to acquire are sometimes targeted, or only some students may have opportunities to demonstrate skills.
- Students have some periods of time when they have to wait before being given an opportunity to engage, demonstrated by signs of disengagement in students.
- The teacher capitalizes on some opportunities to practice the students' individual skills or only takes advantage of opportunities for some students.

Teacher is **ineffective** at providing frequent opportunities to practice and demonstrate skills.

The following best describes what is observed:

- Instruction does not purposefully target skills for each student, or only a few students may have opportunities to demonstrate skills.
- Students have substantial periods of time when they have to wait before being given an opportunity to engage.
- The teacher does not capitalize on opportunities to practice the students' individual skills or only takes advantage of opportunities for a few students.



AUTISM TEACHING STANDARDS (AUT) RUBRIC

LEVEL 4 (HIGHEST)		LEVEL 3
AUT 3: PROMOTE RIGOR AND IMPROVED RESPONDING AT EACH STUDENT'S LEVEL		
AUT 3	Teacher is highly effective at promoting rigor and improved responding at each student's level.	Teacher is effective at promoting rigor and improved responding at each student's level.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • The content and activities in the lesson are accessible to all students. • The content and activities in the lesson are challenging to all students. • At nearly all opportunities, the teacher probes for more complex responses, expands the expectations for student responses, or promotes higher order thinking. • The teacher highlights the importance of improved responding by consistently acknowledging and reinforcing improved responding in each student. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The content and activities in the lesson are accessible to almost all students. • The content and activities in the lesson are challenging to almost all students, even when students are not directly working with the teacher. • The teacher promotes improved responding for students who are demonstrating rapid acquisition of a skill by frequently probing for more complex responses, expanding the expectations for student responses, or promoting higher order thinking. • The teacher frequently attempts to reduce or remove prompts, supports, and clues given to students to promote independence.

Note:

1. It is important to remember that "rigor" is defined very differently for each student in an autism classroom. An observer should look carefully at a student's responses and behaviors during an observation and notice if the teacher is sensitive to that student's ability and is encouraging improvement whenever possible. Some students, however, may need more support than others, and some, if making many errors, may need maximal support throughout the observation.

Examples of promoting rigor and improved responding:

- To encourage rigor and higher-order responses for an early learner, a teacher could take a student who is consistently able to ask for a "cracker" and might prompt the student during snack time to use "more cracker." Or, a student who is consistently able to ask for items might be taught to answer a question that involves making choices between items.
- To encourage higher-order thinking for highly verbal students, a teacher might prompt students who are working on taking the perspective of another person to brainstorm ways to find out what another person likes or is interested in.
- To encourage rigor and improved responding, a teacher might provide students with multi-sensory input. For example, a student might be allowed to sit on a "donut" to facilitate a body position that is more conducive to learning or hold sensory equipment for tactile input.
- To increase a student's rate and accuracy of responding, a teacher might use strategies such as overcorrection procedures. For example, a student might identify her/his personal identification information multiple times in one lesson or until s/he meets mastery criteria.

LEVEL 2

LEVEL 1 (LOWEST)

Teacher is **minimally effective** at promoting rigor and improved responding at each student's level.

The following best describes what is observed:

- The content and activities in the lesson are accessible to most students.
- The content and activities in the lesson are challenging to most students.
- The teacher promotes improved responding for students who are demonstrating rapid acquisition of a skill, but is unsuccessful at times, or only attempts to promote improved responding for some students.
- The teacher sometimes attempts to reduce or remove prompts given to students, but may miss some attempts to promote independence.

Teacher is **ineffective** at promoting rigor and improved responding at each student's level.

The following best describes what is observed:

- The content and activities in the lesson are not accessible to most students.
- The content and activities in the lesson are not challenging to most students.
- The teacher rarely or ineffectively promotes improved responding for students who are demonstrating rapid acquisition of a skill.
- The teacher often misses attempts to reduce or remove prompts given to students, overly supporting students or consistently targeting difficult skills.



AUTISM TEACHING STANDARDS (AUT) RUBRIC

LEVEL 4 (HIGHEST)

LEVEL 3

AUT 4: IMPLEMENT INSTRUCTION TO FOSTER DEVELOPMENT OF SOCIAL AND COMMUNICATION SKILLS

AUT 4	Teacher is highly effective at implementing instruction to foster development of social and communication skills.	Teacher is effective at implementing instruction to foster development of social and communication skills.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • All instruction embeds frequent learning opportunities to further develop communication and social skills. • Instruction enables all students to improve upon social and communication skills. • The teacher consistently plans lessons using high-interest items so that all students are motivated to communicate. All students' communication instruction is highly individualized and meaningfully implemented. • All students are given equal opportunities to communicate and respond to teacher's communication, regardless of each student's developmental level. • Social skill development is effectively targeted for almost all students, and interactions are frequently encouraged between students. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • Instruction embeds frequent learning opportunities to further develop social and communication skills and enables most students to demonstrate and improve those skills. • All students have a means of communication or are being taught one. For example, vocal students are learning to echo words, and non-vocal students are using Picture Exchange Communication System, modified sign language, or augmentative communication devices. • Social skill development is frequently and effectively targeted for most students, demonstrated by the students' ability to respond to teacher set-ups for social skills. Instruction is specific to each student's level and skills might be taught through using items of student's interest, modeling and prompting of skills, or role rehearsal and coaching through social situations.

Notes:

1. A teacher should be scored on her/his ability to take students from where they are and craft opportunities that allow them to demonstrate improved social and communication skills. A teacher should not be penalized for having many students who are functionally non-verbal, or receive a 4 simply because all of her or his students can vocally communicate. A teacher should be scored based on her/his ability to frequently embed opportunities for all students to communicate more effectively than they are already communicating.
2. In order to assess whether a teacher is effective in developing students' social and communication skills, the observer should examine the methods used to teach skills, the efficacy of teacher feedback, and the teacher's ability to target social skills students can immediately demonstrate. While learning about sharing, for example, some students may need very direct support, such as direct prompts of exactly what a student could say or do, while others may benefit from models or verbal reminders to use certain social conventions. The efficacy of a teacher's choice of instruction should be assessed by the student's ability to respond to the cues.
3. A teacher can design instruction to promote many communication skills. A teacher could withhold preferred items or items needed for a task so that a student needs to practice requesting. During a group activity, a teacher could give one student's high-interest items to another student to teach the target student to comment on how she or he likes the other student's work.

LEVEL 2

LEVEL 1 (LOWEST)

Teacher is minimally effective at implementing instruction to foster development of social and communication skills.	Teacher is ineffective at implementing instruction to foster development of social and communication skills.
<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • Instruction embeds occasional learning opportunities to further develop social and communication skills or may only enable some students to demonstrate and improve those skills. • Some students do not have a means of communication or are not being taught one. • Although social interaction and skills may be seen among students, social skill development is infrequently or ineffectively targeted for most students. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • There is rarely or never instruction that promotes opportunities to develop social and communication skills. • Non-vocal students are not using or being taught more effective means of communication, and students who do communicate are not instructed in more effective communication. • Social skills are rarely or never targeted for students. The teacher does not model and cue students to engage in more effective social interactions. The teacher does not use opportunities to coach students through social interactions.

4. The teacher should integrate social skill development into any group activities (for example, structured play time, morning meeting, or snack). There are a wide variety of skills a teacher can target for social development. For example, the teacher could create lessons that target student development of eye contact, greetings, responses, sharing, waiting, staying on topic, paying attention to others' interests, or appropriately asking for a break from a task.
5. For students with few or no communication skills, communication instruction should be focused on allowing students to request items of interest to the student, which increases the student's motivation to communicate. For students who are already communicating, instruction should be focused on developing more complex communication skills, such as developing a student's ability to speak in longer sentences with correct syntax, answer questions, ask questions, or have on-topic conversations.



AUTISM TEACHING STANDARDS (AUT) RUBRIC

LEVEL 4 (HIGHEST)		LEVEL 3
AUT 5: PROVIDE INSTRUCTIVE FEEDBACK FOR INCORRECT RESPONSES AND ADJUST INSTRUCTION		
AUT 5	Teacher is highly effective at providing instructive feedback for incorrect responses and adjusting instruction.	Teacher is effective at providing instructive feedback for incorrect responses and adjusting instruction.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • Almost all incorrect responses are addressed immediately and meaningfully, utilizing prompts and instructive feedback. Students are not given opportunities to believe incorrect answers are correct. • The teacher has designed the lesson to reduce incorrect responses and errors for each student and ensure that each student consistently participates in the lesson. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • Most incorrect responses are addressed immediately and meaningfully, utilizing prompts and instructive feedback. Students are only rarely given opportunities to believe incorrect answers are correct. • Most corrections are given effectively, in a way that ensures that students do not persist in misunderstanding. Effective corrections include a prompt that reduces the number of errors a student is making, without giving more support than is necessary for that student. • If students are making frequent errors, are not responding, or are passive participants in a lesson, the teacher makes significant adjustments to the instructional plan to effectively promote each student's participation and understanding.

Note:

1. The teacher's feedback is the most effective when it encourages students to respond as independently as possible while also decreasing the chance a student will give an incorrect response again. For example, if a student can remember that something is a red truck by the teacher beginning to make the "r" sound, the teacher should not say to the student, "It's a red truck," because that prompt would provide unnecessary support and thus would not give the student the opportunity to become increasingly independent. However, if a teacher says "r" to a student and the student responds incorrectly, repeating that prompt would be ineffective, because the student would likely continue to demonstrate incorrect responses.

Examples of instructive feedback after incorrect responses:

- Verbal Prompt
 - When teaching a student to identify "car," after the student calls the object a train the teacher says, "What is it?" and immediately gives the feedback: "Car." The teacher then asks the student, "What is it?" and the student says, "Car."
 - When trying to get a student to describe an action, the teacher says, "Say it like me: 'The cat is sleeping,'" and the student repeats the full sentence.
- Physical Prompt
 - When teaching receptive language, the teacher says, "Go to the math center" and stands behind the student, puts her or his hands on the student's shoulders, and guides the student to the correct center.
 - When teaching a student to wash her or his hands, the teacher takes the student's hands and guides them to the soap dispenser.

LEVEL 2

LEVEL 1 (LOWEST)

Teacher is **minimally effective** at providing instructive feedback for incorrect responses and adjusting instruction.

The following best describes what is observed:

- Some incorrect responses are not addressed immediately and meaningfully, and feedback is often not instructive to the student. Students are sometimes given opportunities to believe incorrect answers are correct.
- Incorrect responses by students are sometimes missed or addressed ineffectively, allowing some students to persist in incorrect responding. Corrections may give students more help than necessary, preventing them from answering independently.
- If students are making frequent errors, are not responding, or are passive participants in a lesson, the teacher may attempt to adapt the lesson, but adaptations are not completely effective at increasing each student's participation and understanding.

Teacher is **ineffective** at providing instructive feedback for incorrect responses and adjusting instruction.

The following best describes what is observed:

- Most incorrect responses are not addressed, giving students frequent opportunities to believe incorrect answers are correct.
- The teacher rarely responds to student errors effectively, and students often persist in misunderstandings.
- If students are making frequent errors, are not responding, or are passive participants in a lesson, the teacher does not effectively alter instruction. Or, the lesson design or delivery may promote frequent errors or non-responding.

- **Gestural Prompt**
 - When attempting to get a student to recall what a character did in a story, the teacher asks again and points to the relevant character. The student describes what the character did.
 - After telling a student to turn to the correct page, the teacher gestures to the number 76 on the bottom of her/his copy of a book. The student then turns her/his copy to 76.
- **Modeling**
 - When reminding students to raise their hands, the teacher models the behavior. The students follow the model and the teacher calls on the first student to follow the model.
 - When teaching students to begin a sentence with a capital letter, the teacher models a sentence on her paper beginning with a capital letter T.
- **Indirect Prompts**
 - When teaching a student to complete a word problem, the teacher says, "Remember what you need to check before answering a word problem." The student refers to the word problem clues and then looks for words in the word problem that may indicate which operation to use.
 - When teaching a student to converse effectively by asking a question to a friend, the teacher whispers to the student, "What could you say to get a friend interested in your conversation?" The student asks, "What's your favorite movie?"



AUTISM TEACHING STANDARDS (AUT) RUBRIC

LEVEL 4 (HIGHEST)		LEVEL 3
AUT 6: MAXIMIZE INSTRUCTIONAL TIME THROUGH ORGANIZED ROUTINES, PROCEDURES, AND PACING		
AUT 6	Teacher is highly effective at maximizing instructional time through organized routines, procedures, and pacing.	Teacher is effective at maximizing instructional time through organized routines, procedures, and pacing.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • Transitions require very little teacher direction and appear seamless. • Additional supports such as timers, visual supports, classroom or individual schedules, and/or motivational systems are used when necessary to assist students who have difficulty processing verbal instructions. • The teacher works actively to prevent challenging behavior through preparing and motivating students before difficult transitions. For example, s/he may have a verbal student state back a direction or remind a student of a reward to work toward before a difficult transition. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • Most transitions are quick and smooth. Routines and procedures are in place to support maximizing instructional time, and transitions require little teacher direction. However, individual students may not have extra supports for difficulty transitioning. • Students have very brief wait times as the teacher prepares or gathers materials. • The pace of instructional delivery is quick and engaging. The teacher balances easier and more challenging skills in order to actively build momentum and enthusiasm in a lesson. • There is evidence that the teacher has prepared effective instruction for students s/he is not working with directly. The teacher redirects students to engage in appropriate activities if needed.

Notes:

1. Because typical age-appropriate pacing may be ineffective for students with autism, the observer should focus on student engagement in order to assess effectiveness of instructional pacing.
2. For students with challenges in sustaining attention, the pacing of instruction is often very quick. The teacher may work through a variety of activities in order to keep students engaged and responding.
3. Some students may require prompts and supports to complete parts of the daily routine and transitions. However, the prompts should be minimally intrusive while still enabling students to complete transitions and routines as independently as they are able.

LEVEL 2

LEVEL 1 (LOWEST)

Teacher is **minimally effective** at maximizing instructional time through organized routines, procedures, and pacing.

The following best describes what is observed:

- Transitions require significant teacher direction, proving effective only for highly independent students, and are sometimes disorganized. Some students and staff members may seem confused about expectations during transitions.
- Wait time is often too long for students, and students may engage in inappropriate behavior while waiting. The teacher may sometimes have difficulty re-engaging students after transitions.
- The pace of instructional delivery is effective for some students. Some students are not engaged by the teacher's pace of instruction and the teacher may have difficulty shifting the pace.
- Some attempts to engage all students in learning are unsuccessful. There is evidence that the teacher has not prepared effective instruction for students s/he is not working with directly.

Teacher is **ineffective** at maximizing instructional time through organized routines, procedures, and pacing.

The following best describes what is observed:

- Transitions are disorganized and unsystematic, and significant instructional time is lost. Most students may not know where to go, or transitions may require that the teacher tells most students what to do.
- Students are frequently idle while waiting for the teacher to find, prepare, or gather materials, and challenging behaviors are often seen.
- The pace of instructional delivery is slow and not highly engaging. The teacher spends too much time on skills that are too easy or difficult for students, even when students show visible frustration or boredom.
- There is little to no evidence that the teacher has prepared effective instruction for students s/he is not working with directly.

Examples of supports for smooth transitions and effective pacing:

- Teachers may use behavior momentum to engage students in learning: This involves asking a student to complete a few easier tasks as a way to build momentum and increase positive affect in students before asking a student to demonstrate a skill she or he is learning.
- Frequent use of small groups of 1:1 or 1:2 instruction may help to maximize instruction provided at each student's level.
- Visual supports can be used to help students understand expectations. A student may have a photographic schedule, a "first, then" board explaining expectations, or a checklist to follow for successful transitions.



AUTISM TEACHING STANDARDS (AUT) RUBRIC

LEVEL 4 (HIGHEST)		LEVEL 3
AUT 7: REINFORCE BEHAVIORS TO PROMOTE ENGAGEMENT AND RESPONDING		
AUT 7	Teacher is highly effective at reinforcing behaviors to promote engagement and responding.	Teacher is effective at reinforcing behaviors to promote engagement and responding.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> Reinforcement is individualized: It is sensitive to differences in motivation between students and to each student's need for more or less intensive reinforcement (for example, every 30 seconds or every 3 hours). The teacher makes some reinforcement systems individualized and others group-based, depending on students' ability to respond to systems. The teacher is highly sensitive to signs of waning engagement and changes some aspect of the system to improve engagement (for example, the frequency or type of reinforcement). The teacher always pairs social reinforcement with supplemental reinforcement, and matches her/his affect to students' affect (for example, quiet vs. animated praise). 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> Reinforcement systems are motivating and effective, resulting in improved behavior or engagement by each student. If systems are not highly effective in the moment, the teacher changes an aspect of the system to increase engagement. Reinforcement systems are almost always used proactively, and all staff members are attempting to use reinforcement systems. The teacher attends to many more positive behaviors than challenging behaviors and models, prompts, and reinforces appropriate behaviors.

Notes:

- Whenever possible, the teacher should use social forms of reinforcement (for example, high-fives, smiles, or hugs). If students are engaged and demonstrating socially appropriate behavior or if certain activities are inherently reinforcing, a teacher may not need a supplemental reinforcement system and should not be penalized for not using one. However, if the teacher is not using a supplemental system and students are unresponsive or engaging in frequent challenging behaviors, observers should consider that students are likely demonstrating a need for additional motivation and reinforcement when scoring.
- Reinforcement makes behaviors occur more frequently in the future. What serves as reinforcement differs for each student, so observers should look at each student's skill level, attention, and engagement to assess the teacher's effectiveness in applying the principles of reinforcement. For example, early learners with difficulty paying attention may need reinforcement after every few directions, while more advanced learners who are more socially engaged may complete a few hours of instruction before receiving supplemental reinforcement.
- A reinforcer should only be considered effective if it improves a student's responding.

LEVEL 2

LEVEL 1 (LOWEST)

Teacher is **minimally effective** at reinforcing behaviors to promote engagement and responding.

The following best describes what is observed:

- Reinforcement systems are sometimes motivating and effective, but some students may not respond to systems with improved behavior or engagement. If systems are not highly effective in the moment, the teacher's attempts at increasing engagement are often ineffective.
- Reinforcement systems are often used only after challenging behaviors occur, or they are only used by some staff members in the classroom.
- The teacher equally attends to positive and challenging behaviors, or the teacher's attempts at modeling, prompting, and reinforcing positive behaviors are sometimes unsuccessful, as demonstrated by student disengagement.

Teacher is **ineffective** at reinforcing behaviors to promote engagement and responding.

The following best describes what is observed:

- Reinforcement systems are rarely or never used, or are general and ineffective for most students. The teacher is unable to maintain student engagement or does not attempt to increase engagement.
- Reinforcement systems, if in place, are used only after challenging behaviors occur and by few or no staff members.
- The teacher rarely or never attends to positive behaviors or frequently draws attention to challenging behaviors. The teacher's attempts, if any, at modeling, prompting, and reinforcing positive behaviors are usually unsuccessful.

Examples of reinforcers:

- Free time with a toy or puzzle
- High-fives, smiles, hugs
- Snacks and drinks
- Stickers or other small rewards
- Time to look at a favorite book
- Time to play with a fidget toy or line up favorite items
- Time using the computer
- Tokens to cash in
- Trip to the water fountain
- Visit to a favorite teacher or student in another class



AUTISM TEACHING STANDARDS (AUT) RUBRIC

LEVEL 4 (HIGHEST)

LEVEL 3

AUT 8: RESPOND CONSISTENTLY AND APPROPRIATELY TO CHALLENGING BEHAVIORS

AUT 8	Teacher is highly effective at responding consistently and appropriately to challenging behaviors.	Teacher is effective at responding consistently and appropriately to challenging behaviors.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • The teacher and staff members always respond consistently to specific behaviors for each student. • Responses by the teacher and staff members to challenging behaviors are consistently calm. • Verbal feedback is consistently targeted at positive behaviors rather than challenging behaviors after a challenging behavior occurs (for example, ignoring or calmly redirecting a student then praising the student once s/he is back on track). 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The teacher is prepared and responds quickly when disruptive behaviors (for example, acting in an aggressive or destructive manner) occur. The teacher is able to direct staff members and other students so that the behavior is minimally intrusive to other students' learning. • The teacher and staff members respond consistently to specific behaviors most of the time, though some minor inconsistencies may be seen. Behaviors are treated differently based on the reasons students are engaging in these behaviors. • Following a challenging behavior, feedback is focused more on positive behaviors than on challenging behaviors as soon as possible. • The teacher uses redirection effectively to move students from engaging in minor challenging behaviors to engaging in adaptive or positive behaviors.

Notes:

1. If there are one or more instances in which a teacher criticizes or teases a student for engaging in a challenging behavior, the teacher should be scored a Level 1 for this standard.
2. More challenging behaviors are often seen in autism classrooms due to communication challenges, and teachers should not be penalized for the presence of challenging behaviors in a classroom. However, if no challenging behaviors are seen during an observation, and students are still being provided with appropriate and challenging work, it should be assumed that a teacher has actively worked to prevent and manage challenging behavior, and the teacher should receive a Level 4.
3. It may sometimes be appropriate for a teacher to ignore challenging behaviors in situations in which it has been determined that the behavior is attention-seeking. This might even be true for behaviors that are particularly egregious such as trying to hit or bite another person. For example, a teacher might block a student attempting to hit someone but not verbally address the behavior, or, after a student throws materials off a table, a teacher might replace them, continue with the lesson, and not verbally address the behavior. When scoring, an observer should consider whether the teacher is actively working to keep all students safe and is aware that challenging behaviors are occurring, even if she or he might appear to be ignoring them. However, if the teacher is entirely ignoring highly challenging behaviors at the expense of student safety, the teacher should be penalized.

LEVEL 2

LEVEL 1 (LOWEST)

Teacher is minimally effective at responding consistently and appropriately to challenging behaviors.	Teacher is ineffective at responding consistently and appropriately to challenging behaviors.
<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The teacher responds slowly or seems uncertain when disruptive behaviors occur, and has trouble directing staff members and other students. As a result, the behavior may be intrusive to other students' learning. • The teacher and staff members sometimes respond inconsistently to specific behaviors for each student. Behaviors are sometimes not treated differently based on the reasons students are engaging in the behaviors. • Following a challenging behavior, feedback is usually focused more on challenging behaviors than positive behaviors. • The teacher attempts to use redirection but is not entirely effective. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The teacher responds slowly and seems unprepared when disruptive behaviors occur, or is unable to redirect staff members and other students. As a result, the behavior may be very intrusive to other students' learning. • The teacher and staff members usually respond inconsistently to specific behaviors for each student. Many challenging behaviors may be observed, and the teacher and staff members only respond to challenging behaviors reactively. Behaviors are not treated differently based on the reasons students are engaging in the behaviors. • Following a challenging behavior, feedback is frequently focused on that behavior, and the teacher and staff members appear agitated. • The teacher rarely uses redirection, and minor behaviors may escalate.

4. In order to decrease challenging behaviors, a teacher must respond to each particular behavior in a consistent manner. For example, if a teacher ignores a student's behavior the first time and then tells the same student, "No, don't do that," the next time, the teacher is not responding consistently.

5. Functional assessment information may be used to determine antecedent (proactive) strategies to minimize challenging behaviors. Strategies may include minimizing, redirecting, or prompting.

Examples of appropriate responses to challenging behaviors:

- If a student falls out of a chair to avoid work, the teacher may gently guide the student back up, ask the student to complete an easier task, then model the appropriate behavior while supporting the student. As soon as the student begins to complete the original task, the teacher praises the student for engaging in the appropriate behavior.
- If a student is having difficulty leaving her/his favorite activity, the teacher may animatedly redirect the student's attention to other reinforcers s/he can earn after completing a new task, helping to ease the transition away from a favorite item.

AUTISM TEACHING STANDARDS (AUT) RUBRIC

LEVEL 4 (HIGHEST)		LEVEL 3
AUT 9: PROVIDE A STRUCTURED AND SUPPORTIVE LEARNING ENVIRONMENT		
AUT 9	Teacher is highly effective at providing a structured and supportive learning environment by utilizing available physical spaces, materials, and staff.	Teacher is effective at providing a structured and supportive learning environment by utilizing available physical spaces, materials, and staff.
	<p><i>For Level 4, nearly all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> • The structure and organization of the physical learning environment significantly promote student independence. • The teacher and staff members efficiently adjust the learning environment when necessary to prevent distractions from interrupting the flow of the lesson (for example, by adding or removing materials or re-locating students). • Areas for individual, small, and large group instruction are always structured effectively and selected appropriately according to the lesson activities and students' ages and functioning levels. • Lesson materials are manipulated to increase opportunities for communication, as appropriate and while maintaining student engagement and investment. For example, staff members might provide an incomplete set of materials for a particular task to allow students to practice making requests. 	<p><i>The following best describes what is observed:</i></p> <ul style="list-style-type: none"> • The physical learning environment, including furniture and materials, are organized to reduce distraction and interference, provide adequate personal space for students, and promote cleanliness and order. • Areas for individual, small, and large group instruction are almost always structured effectively and selected appropriately according to the lesson activities and students' ages and functioning levels. • Independent work stations are well-structured and visually organized, including clear boundaries as appropriate, such that almost all students are able to effectively engage in lesson activities. • Staff members consistently follow established programs and procedures, working cooperatively to support classroom management and maintenance, and working independently to address the needs of individually assigned students. • Staff members always actively engage with students in a positive manner and always effectively encourage participation, support communication, and promote maximal independent functioning.

Note:

1. Learning environments include the classroom itself, as well as additional settings where instruction may occur, such as in vocational and community settings.

LEVEL 2

LEVEL 1 (LOWEST)

Teacher is **minimally effective** at providing a structured and supportive learning environment by utilizing available physical spaces, materials, and staff.

The following best describes what is observed:

- The physical learning environment, including furniture and materials, are generally organized but may cause some student distraction, may sometimes provide inadequate personal space for students, or may sometimes inadequately promote cleanliness and order.
- Areas for individual, small, and large group instruction are sometimes structured effectively and selected appropriately according to the lesson activities and students' ages and functioning levels.
- Independent work stations are somewhat structured and visually organized. At times, students may appear confused about how to organize their space, but most students are able to effectively engage in lesson activities.
- Staff members sometimes follow established programs and procedures but may have several basic questions that suggest confusion about the daily schedule, their responsibilities, or classroom routines.
- Staff members always actively engage with students in a positive manner and may sometimes effectively encourage participation, support communication, and promote maximal independent functioning.

Teacher is **ineffective** at providing a structured and supportive learning environment by utilizing available physical spaces, materials, and staff.

The following best describes what is observed:

- The physical learning environment, including furniture and materials, are disorganized, causing significant distraction. Environments rarely provide adequate personal space for students or promote cleanliness and order.
- Areas for individual, small, and large group instruction are rarely or never structured effectively. Most lesson activities take place in learning settings that are not well-matched to the students' ages and functioning levels.
- Independent work stations are disorganized, such that students are not able to effectively engage in lesson activities.
- Staff members rarely or never follow established programs and procedures. Staff members may demonstrate significant confusion or may impede the efficiency or effectiveness of lesson activities.
- Staff members do not always actively engage with students in a positive manner or do not effectively encourage participation, support communication, and promote maximal independent functioning.



TEACHER-ASSESSED STUDENT ACHIEVEMENT DATA (TAS)

What is Teacher-Assessed Student Achievement Data?

This is a measure of your students' learning over the course of the year, as evidenced by rigorous assessments other than the DC CAS.

What assessments can I use?

Assessments must be rigorous, aligned to the DCPS content standards, and approved by your school administration.

Why is this one of my IMPACT components?

We believe that a teacher's most important responsibility is to ensure that her/his students learn and grow. Accordingly, we believe that teachers should be held accountable for the achievement of their students.

How will this process work?

In the fall, you will meet with your administrator to decide which assessment(s) you will use to evaluate your students' achievement. If you are using multiple assessments, you will decide how to weight them. Finally, you will also decide on your specific student learning targets for the year. Please note that your administrator must approve your choice of

assessments, the weights you assign to them, and your achievement targets. Please also note that your administrator may choose to meet with groups of teachers from similar content areas rather than with each teacher individually.

In the spring, you will present your student achievement data to your administrator, who, after verifying the data, will assign you a score based on the rubric at the end of this section.

Please note that, if you are shared between two schools, you will receive scores at each of them. These scores will then be averaged together to determine your final score for this component.

If I have additional questions about TAS, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

** Please note that, because this component is scored only once per year, we have not included a sample score chart as we have for the components that are scored multiple times per year.*



Meaghan Gay



TEACHER-ASSESSED STUDENT ACHIEVEMENT DATA (TAS) RUBRIC

LEVEL 4 (HIGHEST)

LEVEL 3

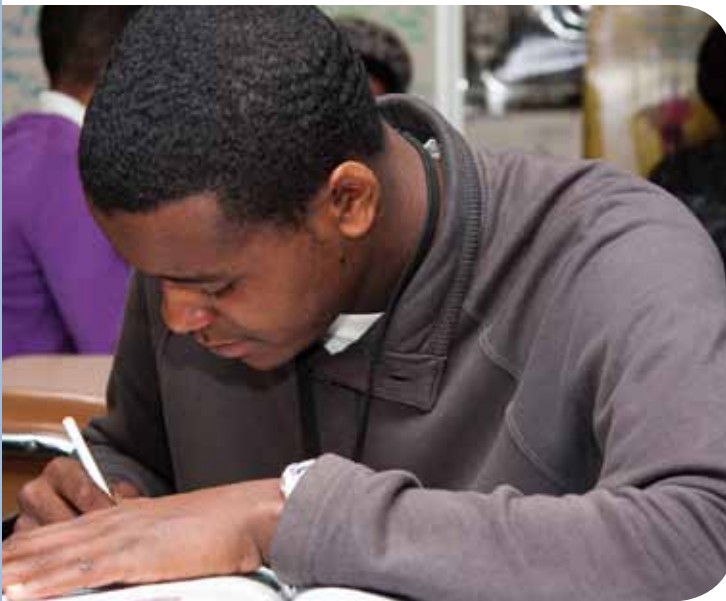
TAS 1: TEACHER-ASSESSED STUDENT ACHIEVEMENT DATA

TAS
1

Student scores on teacher assessments indicate, on average, **exceptional** learning, such as at least 1.5 years of growth or at least 90% mastery of content standards; assessments used are **approved** by the administration; and scores reported are **validated** by the administration.

Student scores on teacher assessments indicate, on average, **significant** learning, such as at least 1.25 years of growth or at least 80% mastery of content standards; assessments used are **approved** by the administration; and scores reported are **validated** by the administration.

Note: If a teacher uses more than one assessment, each will be rated individually and the scores will be averaged together.



Bel Perez Gabilondo



Michael DeAngelis

LEVEL 2

Student scores on teacher assessments indicate, on average, **some** learning, such as at least 1 year of growth or at least 70% mastery of content standards; assessments used are **approved** by the administration; and scores reported are **validated** by the administration.

LEVEL 1 (LOWEST)

Student scores on teacher assessments indicate, on average, **little** learning, such as less than 1 year of growth or less than 70% mastery of content standards; assessments used are **not approved** by the administration; or scores reported are **not validated** by the administration.



Bel Perez Gabilondo



APPLIED BEHAVIOR ANALYSIS FOR AUTISM CLASSROOMS (ABA)

What is Applied Behavior Analysis for Autism Classrooms?

This component measures the extent to which you appropriately implement Applied Behavior Analysis principles and methodology in your autism classroom.

Why is this one of my IMPACT components?

Research has shown that implementation of Applied Behavior Analysis principles and methodology in the instruction of students with autism can be highly effective in helping such students achieve.

How will my proficiency in ABA be assessed?

A representative from the DCPS Office of Special Education will assess your proficiency according to the rubric at the conclusion of this section. S/he will assess you formally twice during the year. The first assessment will occur by February 1 and the second by June 14.

As part of each assessment cycle, you will have a conference with a representative from the DCPS Office of Special Education. At this conference you will receive feedback based on the Applied Behavior Analysis for Autism Classrooms rubric and discuss next steps for professional growth.

How will my proficiency in ABA be scored?

For each assessment cycle, you will receive a 4 (highest) to 1 (lowest) rating for each standard of the rubric. Your standard scores will then be averaged together to form an overall score of 4.0 (highest) to 1.0 (lowest) for the assessment cycle.

At the end of the year, your two assessment cycle scores will be averaged together to calculate an overall score of 4.0 (highest) to 1.0 (lowest) for this component of your IMPACT assessment. See the sample score chart below.

If I have additional questions about ABA, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

SAMPLE SCORE CHART
APPLIED BEHAVIOR ANALYSIS FOR AUTISM CLASSROOMS (ABA)

APPLIED BEHAVIOR ANALYSIS FOR AUTISM CLASSROOMS (ABA)	CYCLE ENDS 2/1	CYCLE ENDS 6/14	OVERALL (AVERAGE OF CYCLES)
ABA SCORE <i>(Average of ABA 1 to ABA 4)</i>	3.5	4.0	3.8
ABA 1: Functional Assessment of Challenging Behaviors	3.0	4.0	
ABA 2: Comprehensive Behavior Support Plans	4.0	4.0	
ABA 3: Appropriate Use of ABA Techniques	4.0	4.0	
ABA 4: Student Progress Assessment and Interventions	3.0	4.0	



Meaghan Gay

APPLIED BEHAVIOR ANALYSIS FOR AUTISM CLASSROOMS (ABA) RUBRIC

LEVEL 4 (HIGHEST)		LEVEL 3
ABA 1: FUNCTIONAL ASSESSMENT OF CHALLENGING BEHAVIORS		
ABA 1	Teacher is highly effective at conducting functional assessments of challenging behaviors.	Teacher is effective at conducting functional assessments of challenging behaviors.
	<p><i>The following best describes the teacher's practice:</i></p> <ul style="list-style-type: none"> • The teacher effectively identifies almost all challenging behaviors that are disruptive to a student's learning, as well as behaviors that inhibit student growth but may not be considered "disruptive" (for example, self-stimulatory behavior, off-task behavior, or scripting). • The teacher defines all behaviors s/he is analyzing in objective, observable, and measurable ways. • Data is collected on almost all challenging behaviors. Measurement of the behaviors (for example, frequency, duration, or time sampling) is chosen based on the important characteristics of the behavior. • Functional assessments are conducted by taking objective data on the Antecedents, Behaviors, and Consequences (ABCs) of almost all challenging behaviors. • ABC data is consistently and effectively analyzed for almost all challenging behaviors to determine patterns and hypothesize reasons students are engaging in the behaviors. 	<p><i>The following best describes the teacher's practice:</i></p> <ul style="list-style-type: none"> • The teacher effectively identifies most challenging behaviors that are disruptive to a student's learning. • The teacher defines almost all behaviors s/he is analyzing in objective, observable, and measurable ways. • Data is collected on most challenging behaviors based on the important characteristics of the behavior. • Functional assessments are conducted by taking objective data on the Antecedents, Behaviors, and Consequences (ABCs) of most challenging behaviors. • ABC data is consistently collected for most challenging behaviors and the teacher hypothesizes reasons students are engaging in the behaviors.

LEVEL 2

LEVEL 1 (LOWEST)

Teacher is **minimally effective** at conducting functional assessments of challenging behaviors.

The following best describes the teacher's practice:

- The teacher effectively identifies some of the challenging behaviors that are disruptive to a student's learning.
- The teacher defines some of the behaviors s/he is analyzing in objective, observable, and measurable ways.
- Data is collected on some challenging behaviors, but is not based on the characteristics of the behavior or is taken inconsistently.
- Functional assessments are conducted by taking objective data on the Antecedents, Behaviors, and Consequences (ABCs) of only highly challenging behaviors, or ABC data uses unobservable definitions.
- ABC data is collected for only highly challenging behaviors; or, data is gathered but analyzed incorrectly.

Teacher is **ineffective** at conducting functional assessments of challenging behaviors.

The following best describes the teacher's practice:

- The teacher is ineffective at identifying challenging behaviors that are disruptive to a student's learning.
- The teacher does not define behaviors in objective, observable, and measurable ways.
- Data is almost never collected on challenging behaviors.
- Functional assessments are almost never conducted on challenging behaviors.
- ABC data, if gathered, is not analyzed to hypothesize reasons students are engaging in the behaviors.



APPLIED BEHAVIOR ANALYSIS FOR AUTISM CLASSROOMS (ABA) RUBRIC

LEVEL 4 (HIGHEST)		LEVEL 3
ABA 2: COMPREHENSIVE BEHAVIOR SUPPORT PLANS		
ABA 2	Teacher is highly effective at creating comprehensive behavior support plans.	Teacher is effective at creating comprehensive behavior support plans.
	<p><i>The following best describes the teacher's practice:</i></p> <ul style="list-style-type: none"> Comprehensive behavior support plans are in place for almost all challenging behaviors, enabling students to improve their ability to function in more adaptive ways. The teacher consistently implements all of the components of behavior support plans: global environmental interventions, antecedent interventions, functionally equivalent replacement behaviors, consequences for replacement behaviors, and extinction consequences for challenging behaviors. Behavior support plans contain individualized modifications for almost all students' needs and ability levels. All behavior support plans are accurately analyzed across time to determine efficacy, and adaptations to the plans are made based on data. 	<p><i>The following best describes the teacher's practice:</i></p> <ul style="list-style-type: none"> Comprehensive behavior support plans are in place for most challenging behaviors. The teacher consistently implements most of the components of behavior support plans. Behavior support plans contain individualized modifications for most students' needs and ability levels. Data is collected on almost all behavior support plans, and adaptations to the plans are implemented.

LEVEL 2

LEVEL 1 (LOWEST)

Teacher is **minimally effective** at creating comprehensive behavior support plans.

The following best describes the teacher's practice:

- Comprehensive behavior support plans are in place for only highly challenging behaviors.
- The teacher implements only some of the components of behavior support plans, or components are inconsistently implemented.
- Behavior support plans contain individualized modifications for some students' needs and ability levels.
- Data is collected on only some behavior support plans, and adaptations to the plans are occasionally implemented.

Teacher is **ineffective** at creating comprehensive behavior support plans.

The following best describes the teacher's practice:

- Behavior support plans are almost never in place; or, if in place, are not comprehensive.
- The teacher rarely or never implements behavior support plans.
- Behavior support plans, if in place, do not contain individualized modifications for students' needs and ability levels.
- Data is rarely or never collected on behavior support plans, or adaptations to the plans are rarely or never implemented.



APPLIED BEHAVIOR ANALYSIS FOR AUTISM CLASSROOMS (ABA) RUBRIC

LEVEL 4 (HIGHEST)		LEVEL 3
ABA 3: APPROPRIATE USE OF ABA TECHNIQUES		
ABA 3	Teacher is highly effective at appropriately using ABA techniques.	Teacher is effective at appropriately using ABA techniques.
	<p><i>The following best describes the teacher's practice:</i></p> <ul style="list-style-type: none"> • The teacher utilizes the most effective, researched-based teaching strategies for almost all IEP goals, relevant standards, and other critical skills. These strategies may include Discrete Trial Instruction, Direct Instruction, Natural Environment Training, Prompting and Fading, Shaping, Reinforcement, Task Analysis/Chaining, and/or explicit teaching of a skill set. • The teacher always implements ABA techniques consistently with high levels of fidelity. • The teacher consistently selects which ABA techniques to implement based on the needs of each student. • The teacher consistently uses the principles of reinforcement effectively with students to maximize learning. 	<p><i>The following best describes the teacher's practice:</i></p> <ul style="list-style-type: none"> • The teacher utilizes the most effective, research-based teaching strategies for most IEP goals, relevant standards, and other critical skills. • The teacher usually implements ABA techniques consistently with high levels of fidelity. • The teacher usually selects which ABA techniques to implement based on the needs of each student. • The teacher usually uses the principles of reinforcement effectively with students to maximize learning.

LEVEL 2

LEVEL 1 (LOWEST)

Teacher is **minimally effective** at appropriately using ABA techniques.

The following best describes the teacher's practice:

- The teacher utilizes the most effective, research-based teaching strategies for some IEP goals, relevant standards, and other critical skills.
- The teacher inconsistently implements ABA techniques or implements them with varying levels of fidelity.
- The teacher inconsistently selects which ABA techniques to implement based on the needs of each student.
- The teacher inconsistently uses the principles of reinforcement effectively with students to maximize learning.

Teacher is **ineffective** at appropriately using ABA techniques.

The following best describes the teacher's practice:

- The teacher rarely or never utilizes the most effective, research-based teaching strategies for IEP goals, relevant standards, and other critical skills.
- The teacher rarely or never implements ABA techniques or implements them without fidelity.
- The teacher rarely or never selects which ABA techniques to implement based on the needs of each student, or rarely or never uses ABA techniques.
- The teacher rarely or never uses the principles of reinforcement with students to maximize learning.



APPLIED BEHAVIOR ANALYSIS FOR AUTISM CLASSROOMS (ABA) RUBRIC

LEVEL 4 (HIGHEST)		LEVEL 3
ABA 4: STUDENT PROGRESS ASSESSMENT AND INTERVENTIONS BASED IN PRINCIPLES OF ABA		
ABA 4	Teacher is highly effective at assessing student progress and creating interventions based on ABA principles.	Teacher is effective at assessing student progress and creating interventions based on ABA principles.
	<p><i>The following best describes the teacher's practice:</i></p> <ul style="list-style-type: none"> • A variety of ABA data collection techniques, such as probe data, trial-by-trial data, frequency data and/or permanent product data, are frequently used to analyze efficacy of teaching strategies. • Data demonstrate that when students are not making progress on objectives, or when they are mastering targets more quickly than expected, the teacher almost always intervenes quickly by adding or removing appropriate prompts and supports, and then analyzes the new instructional techniques. • Data demonstrate that the teacher almost always assesses whether skills are maintained and generalized across relevant variables such as settings, people, and items; if skills are not, the teacher makes appropriate interventions to work towards generalization and maintenance. 	<p><i>The following best describes the teacher's practice:</i></p> <ul style="list-style-type: none"> • Some ABA data collection techniques are used to analyze efficacy of teaching strategies. • Data demonstrate that when students are not making progress on objectives, or when they are mastering targets more quickly than expected, the teacher usually intervenes quickly by adding or removing appropriate prompts and supports, and then analyzes the new instructional techniques. • Data demonstrate that the teacher usually assesses whether skills are maintained and generalized across relevant variables such as settings, people, and items; if skills are not, the teacher makes appropriate interventions to work towards generalization and maintenance.

LEVEL 2

LEVEL 1 (LOWEST)

Teacher is **minimally effective** at assessing student progress and creating interventions based on ABA principles.

The following best describes the teacher's practice:

- ABA data collection techniques are inconsistently implemented and/or are rarely used to analyze efficacy of teaching strategies.
- Data, if collected, demonstrate that the teacher inconsistently intervenes when students are not progressing or are mastering targets more quickly than expected. Interventions, when implemented, are rarely analyzed.
- Data demonstrate that the teacher inconsistently assesses whether skills are maintained and generalized across relevant variables such as settings, people, and items; if skills are not, the teacher rarely makes appropriate interventions to work towards generalization and maintenance.

Teacher is **ineffective** at assessing student progress and creating interventions based on ABA principles.

The following best describes the teacher's practice:

- ABA data collection techniques are rarely or never used in the classroom.
- Data, if collected, demonstrate the teacher does not intervene when students are not progressing or are mastering targets more quickly than expected.
- Data demonstrate that the teacher rarely or never assesses to determine whether skills are maintained and generalized across relevant variables such as settings, people, and items; if skills are not, the teacher rarely or never makes appropriate interventions to work towards generalization.



INDIVIDUAL EDUCATION PLAN TIMELINESS (IEPT)

What is IEP Timeliness?

This is a measure of the extent to which the Individual Education Plans (IEPs) of the students on your caseload are renewed within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education.

Why is this one of my IMPACT components?

Timely renewal of IEPs is critical to ensuring that our students receive all the services they need. Furthermore, it is required by federal law.

How will my IEP Timeliness be tracked?

Your IEP Timeliness will be tracked in the Special Education Data System (SEDS).

How will my IEP Timeliness be scored?

Your IEP Timeliness will be scored at the end of the school year according to the rubric at the conclusion of this section. You will receive an overall score of 4 (highest) to 1 (lowest).*

If I have additional questions about IEP Timeliness, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

**Please note that, because this component is scored only once per year, we have not included a sample score chart as we have for the components that are scored multiple times per year.*



Michael DeAngelis

INDIVIDUAL EDUCATION PLAN TIMELINESS (IEPT) RUBRIC

LEVEL 4 (HIGHEST)

LEVEL 3

IEPT 1: INDIVIDUAL EDUCATION PLAN TIMELINESS

IEPT
1

Special education teacher renews **100%** of the Individual Education Plans for the students on her/his caseload within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education.

Special education teacher renews **95%–99%** of the Individual Education Plans for the students on her/his caseload within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education.



Meaghan Gay



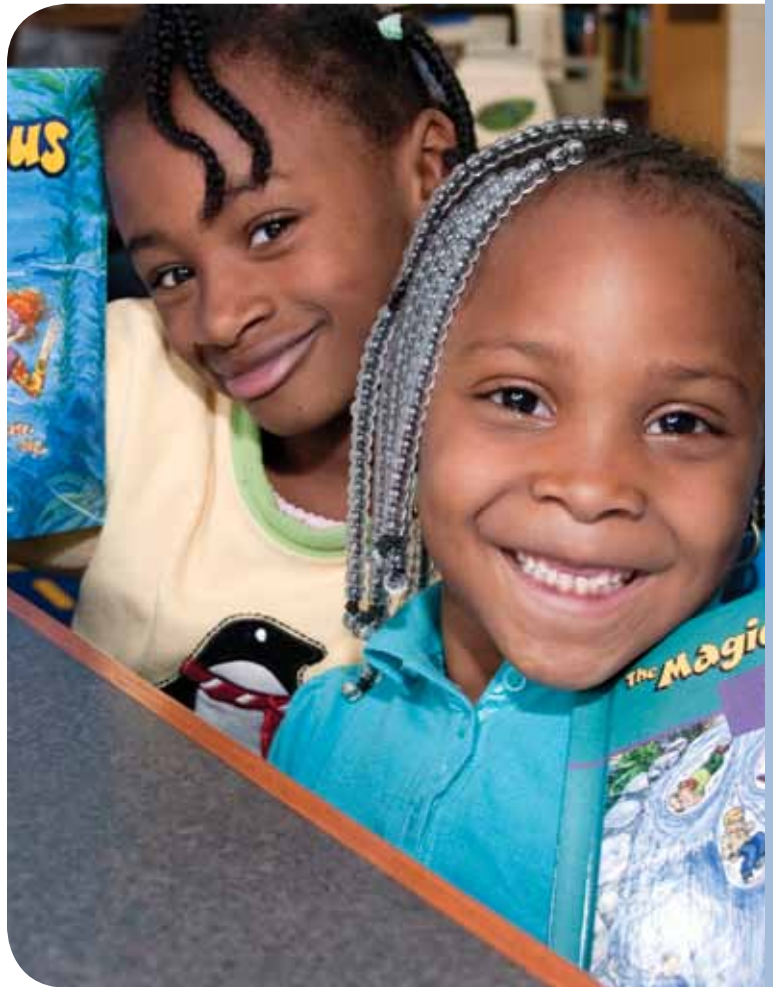
Michael DeAngelis

LEVEL 2

Special education teacher renews **90%–94%** of the Individual Education Plans for the students on her/his caseload within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education.

LEVEL 1 (LOWEST)

Special education teacher renews **less than 90%** of the Individual Education Plans for the students on her/his caseload within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education.



Meaghan Gay



ELIGIBILITY TIMELINESS (ELT)

What is Eligibility Timeliness?

This is a measure of the extent to which the special education eligibility process required for the students on your caseload is completed within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education.

Why is this one of my IMPACT components?

As a special education teacher, it is your responsibility to ensure that the special education eligibility process for the students on your caseload is completed in a timely fashion. This is critical to ensuring that our students receive all the services they need.

How will my Eligibility Timeliness be tracked?

Your Eligibility Timeliness will be tracked in the Special Education Data System (SEDS).

How will my Eligibility Timeliness be scored?

Your Eligibility Timeliness will be scored at the end of the school year according to the rubric at the conclusion of this section. You will receive an overall score of either a 4 (highest) or a 1 (lowest).*

If I have additional questions about Eligibility Timeliness, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

**Please note that, because this component is scored only once per year, we have not included a sample score chart as we have for the components that are scored multiple times per year.*



Michael DeAngelis



ELIGIBILITY TIMELINESS (ELT) RUBRIC

LEVEL 4 (HIGHEST)

LEVEL 3

ELT 1: ELIGIBILITY TIMELINESS

ELT
1

Special education teacher completes the special education eligibility process for **100%** of the students on her/his caseload within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education.



Michael DeAngelis



Katie Rosman

LEVEL 2

LEVEL 1 (LOWEST)

Special education teacher completes the special education eligibility process for **less than 100%** of the students on her/his caseload within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education.



Michael DeAngelis



COMMITMENT TO THE SCHOOL COMMUNITY (CSC)

What is Commitment to the School Community?

This component measures several aspects of your work as a member of a school community: 1) your support of your school's local initiatives; 2) your support of the Special Education and English Language Learner programs at your school; and 3) your efforts to promote high academic and behavioral expectations. For teachers, this component also measures two other aspects: 4) your partnership with your students' families; and 5) your instructional collaboration with your colleagues.

Why is this one of my IMPACT components?

This component was included because we believe that our students' success depends on the collective efforts of everyone in our schools.

How will my Commitment to the School Community be assessed?

Your administrator will assess you according to the rubric at the conclusion of this section. S/he will assess you formally two times during the year. The first assessment will occur by December 1 and the second by June 14.

As part of each assessment cycle, you will have a conference with your administrator. At this conference you will receive feedback based on the Commitment to the School Community rubric and discuss next steps for professional growth.

How will my Commitment to the School Community be scored?

For each assessment cycle, you will receive a 4 (highest) to 1 (lowest) rating for each standard of the rubric. Your standard scores will then be averaged together to form an overall score of 4.0 (highest) to 1.0 (lowest) for the assessment cycle.

At the end of the year, your assessment cycle scores will be averaged together to calculate an overall score of 4.0 (highest) to 1.0 (lowest) for this component of your IMPACT assessment. See the sample score chart below.

Please note that, if you are shared between two schools, you will receive scores at each of them. These scores will then be averaged together to determine your final score for this component.

If I have additional questions about Commitment to the School Community, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcp@dc.gov.

SAMPLE SCORE CHART
COMMITMENT TO THE SCHOOL COMMUNITY (CSC)

COMMITMENT TO THE SCHOOL COMMUNITY (CSC)	CYCLE ENDS 12/1	CYCLE ENDS 6/14	OVERALL (Average of Cycles)
CSC SCORE (Average of CSC 1 to CSC 5)	3.4	3.6	3.5
CSC 1: Support of the Local School Initiatives	3.0	4.0	
CSC 2: Support Special Education and ELL Programs	4.0	3.0	
CSC 3: High Expectations	4.0	4.0	
CSC 4: Partnership with Families (for Teachers Only)	3.0	4.0	
CSC 5: Instructional Collaboration (for Teachers Only)	3.0	3.0	



Michael DeAngelis

COMMITMENT TO THE SCHOOL COMMUNITY (CSC) RUBRIC

LEVEL 4 (HIGHEST)

LEVEL 3

CSC 1: SUPPORT OF THE LOCAL SCHOOL INITIATIVES

CSC
1

Individual **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to help the local school initiatives succeed and/or by dedicating a truly exceptional amount of time and energy in support of the initiatives.

Individual **consistently** supports the local school initiatives in an effective manner.

Examples of local school initiatives include: increasing the student attendance rate, reducing the suspension rate, and expanding a "reading across the curriculum" program.

CSC 2: SUPPORT OF THE SPECIAL EDUCATION AND ENGLISH LANGUAGE LEARNER PROGRAMS*

CSC
2

Individual **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to help the Special Education and English Language Learner programs, the Student Support Team, and all students with 504 plans succeed and/or by dedicating a truly exceptional amount of time and energy in support of these programs and students.

Individual **consistently** supports, in an effective manner, the school's Special Education and English Language Learner programs, the school's Student Support Team, and all students with 504 plans.

Examples of how one might support these programs and students include: submitting necessary documentation for an IEP meeting, proactively offering assistance and support to a special education teacher, and helping ensure that facilities are available for the provision of services.

CSC 3: HIGH EXPECTATIONS

CSC
3

Individual **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to help promote high expectations and/or by dedicating a truly exceptional amount of time and energy towards developing a culture of high expectations in the school.

Individual **consistently** promotes high academic and behavioral expectations, in an effective manner, for all students.

Examples of how one might promote high expectations include: promoting achievement through rigorous academic work and challenging extracurricular opportunities, modeling high personal standards, and emphasizing pride in self, school, and community.

**This standard may be scored as "Not Applicable" if a school has no students who receive Special Education or English Language Learner services, no students who need assistance from a Student Support Team, and no students with 504 plans.*

LEVEL 2

LEVEL 1 (LOWEST)

Individual **sometimes** supports the local school initiatives in an effective manner.

Individual **rarely or never** supports the local school initiatives in an effective manner.

Individual **sometimes** supports, in an effective manner, the school's Special Education and English Language Learner programs, the school's Student Support Team, and all students with 504 plans.

Individual **rarely or never** supports, in an effective manner, the school's Special Education and English Language Learner programs, the school's Student Support Team, and all students with 504 plans.

Individual **sometimes** promotes high academic and behavioral expectations, in an effective manner, for all students.

Individual **rarely or never** promotes high academic and behavioral expectations, in an effective manner, for all students.



COMMITMENT TO THE SCHOOL COMMUNITY (CSC) RUBRIC

LEVEL 4 (HIGHEST)

LEVEL 3

CSC 4: PARTNERSHIP WITH FAMILIES (FOR TEACHERS ONLY)

**CSC
4**

Teacher **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to foster engagement with students' families and/or by dedicating a truly exceptional amount of time and energy towards partnering with them.

Teacher **consistently** engages students' families as valued partners in an effective manner.

Examples of how one might engage students' families include: making regular phone calls or home visits to communicate with parents/guardians, including families in class projects, and creating a welcoming classroom environment for families.

CSC 5: INSTRUCTIONAL COLLABORATION (FOR TEACHERS ONLY)

**CSC
5**

Teacher **meets Level 3** expectations AND **extends impact** by proactively seeking out collaborative opportunities with other teachers and/or by dedicating a truly exceptional amount of time and energy towards promoting effective instructional collaboration.

Teacher **consistently** collaborates with colleagues to improve student achievement in an effective manner.

Examples of how one might collaborate to improve student achievement include: active participation in the Thirty-Minute Morning Block, active participation in grade-level and departmental meetings, and active participation in mentoring relationships (formal or informal).



Simona Monnatti



Meaghan Gay

LEVEL 2

Teacher **sometimes** engages students' families as valued partners in an effective manner.

LEVEL 1 (LOWEST)

Teacher **rarely or never** engages students' families as valued partners in an effective manner.

Teacher **sometimes** collaborates with colleagues to improve student achievement in an effective manner.

Teacher **rarely or never** collaborates with colleagues to improve student achievement in an effective manner.



Bel Perez Gabilondo



SCHOOL VALUE-ADDED STUDENT ACHIEVEMENT DATA (SVA)

What is SVA?

Measuring a school's impact on student learning can be challenging. After all, students start the year at different skill levels, and they all face different factors outside the classroom that affect how they learn. At its core, SVA is a way of dealing with these challenges. It helps us estimate the *school's* impact on student learning as opposed to the impact of other factors, such as students' prior skill level, the resources they have at home, or any learning disabilities they may have. In short, SVA helps us understand what the school did, apart from everything else. Because education is a team effort, almost all school-based staff — not just teachers — have SVA as a small portion of their annual IMPACT evaluation.

How does it work?

First, we calculate how a school's students are *likely* to perform, on average, on our standardized assessment (the DC CAS) given their previous year's scores and other relevant information. We then compare that likely score with the students' *actual* average score. Schools with above-average SVA scores are those whose students' actual performance exceeds their likely performance. This process is explained in further detail on the following pages.

ACTUAL DC CAS SCORE (School Average)	—	LIKELY DC CAS SCORE (School Average)	=	SCHOOL VALUE-ADDED
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Who calculates the SVA scores?

DCPS has contracted with Mathematica Policy Research, a nationally respected research firm, to conduct research on value-added methods, provide technical assistance to DCPS, and derive value-added scores for teachers and schools based on specifications determined by DCPS. Mathematica's clients have included the U.S. Department of Education and

many other federal, state, and local agencies. In addition, two independent value-added experts reviewed the methodology used to evaluate DCPS teachers and schools: Eric Hanushek of the Hoover Institution at Stanford University and Tim Sass of Florida State University.

Why do we use the DC CAS for SVA?

The DC CAS is the only assessment used in DCPS that is: 1) aligned to the DC content standards; 2) administered securely; and 3) standardized, meaning it is the same for all students in a given grade level. Though these tests do not capture everything taught in DCPS schools, they are reliable and valid measures of students' mastery of essential reading and mathematics skills.

Is SVA the same as Adequate Yearly Progress (AYP)?

No. AYP only measures the percentage of students who score Proficient or Advanced on the DC CAS at the end of the year. It doesn't take into account where students start the year. It also doesn't take into account external factors that may affect student learning. SVA, on the other hand, does.

Do school systems in other states use value-added measures?

Yes. Many school systems — including those in Chicago, Dallas, Milwaukee, Minneapolis, New York City, and Pittsburgh — either already use value-added measures or are developing them.

How is SVA calculated?

Before proceeding, it might be helpful to say a few words about our state assessment, the DC CAS. Scores on the DC CAS are reported on a 100-point scale. For example, fifth graders receive a score from 500 to 599. Similarly, sixth

graders receive a score from 600 to 699. It is important to note that the hundreds digit of these scores is for naming purposes only. That is, the “5” in a score of 574 tells us that this is a fifth grade score. There is no other meaning to the hundreds digit. The remaining two digits (in this example, 74) explain the student’s performance. They are what we use to calculate SVA.

One more preliminary note might be helpful. Most teachers are familiar with the proficiency levels on the DC CAS: Advanced, Proficient, Basic, and Below Basic. Proficiency levels are created from the scale scores. For example, in 2010, any fifth grade student who had a scale score from 56 to 72 was considered “Proficient.” Though the proficiency levels are well known to teachers, they are not used for the SVA calculation. Rather, as noted above, we use the underlying scale scores. Doing so allows schools to receive credit for their students’ progress whether or not their students move between proficiency levels from one year to the next.

The following four-step description provides an overview of how SVA scores are calculated.

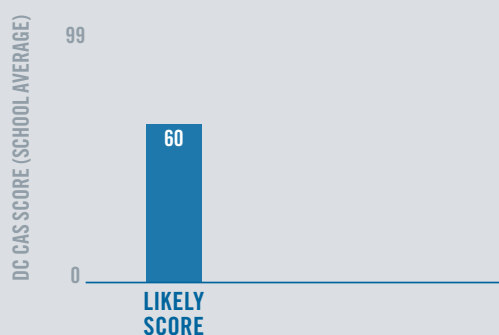
Step 1: Based on specifications determined by DCPS, statisticians at Mathematica calculate the average *likely* DC CAS score for each school’s students.

At the end of the year, after the DC CAS tests have been scored, statisticians at Mathematica calculate the average score that a school’s students were *likely* to have achieved by analyzing the performance of all students in DCPS. For example, if a student received a score of 20 on last year’s DC CAS, this student is likely to perform about as well as other students in the same grade who received a 20 last year. When determining a likely score for each student in a school, Mathematica accounts not only for prior test scores, but also for students’ free and reduced-price lunch status, whether

or not students receive special education services or are classified as Limited English Proficient, and how frequently students were absent during the previous school year.

Figure 1 shows the average *likely* score for the students of a hypothetical school.

FIGURE 1: LIKELY AVERAGE DC CAS SCORE — READING

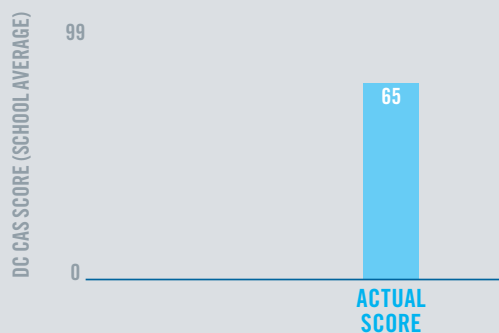


Step 2: Statisticians calculate the average *actual* DC CAS score for each school’s students.

This step is accomplished by averaging the actual scores of all of the students in a school at the end of the year, with each student weighted according to various factors.

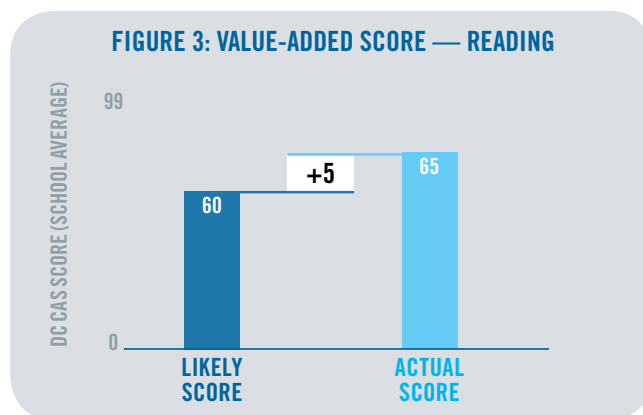
In Figure 2 below, the *actual* average for our hypothetical school is 65.

FIGURE 2: ACTUAL AVERAGE DC CAS SCORE — READING



Step 3: Statisticians subtract the average *likely* score from the average *actual* score.

The difference between how students actually perform and how they were likely to perform is the school's "value-added." Figure 3 shows this comparison for our hypothetical school. The students in this school have an average *actual* score of 65, which exceeds the average *likely* score of 60 by 5 points. Thus, this school has an SVA score of +5 ($65 - 60 = +5$). *In other words, being a student at this particular school, as opposed to the average DCPS school, translates into five more DC CAS scale score points for these students.*



Step 4: Based on specifications determined by DCPS, statisticians convert the raw SVA score into an IMPACT score.

The raw SVA score (+5 in the example to the left) is then converted into an IMPACT score on the 1 to 4 scale we use for all the other IMPACT components. Your school's SVA scores for reading and math are averaged together to calculate your school's overall SVA score.

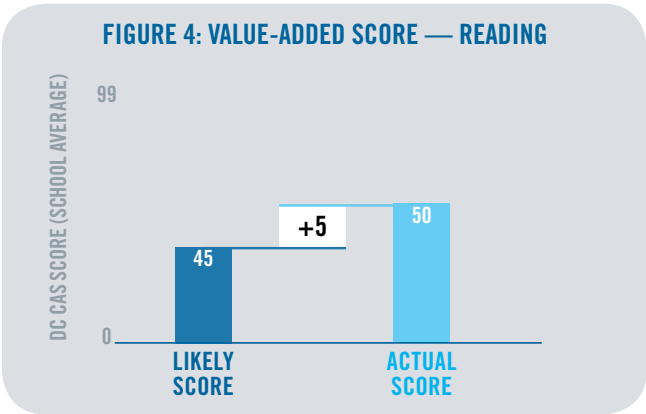
What factors are considered when calculating the *likely* average score?

Based on specifications determined by DCPS, statisticians at Mathematica consider each student's:

- DC CAS score from the previous year in reading and math;
- Eligibility for free lunch;
- Eligibility for reduced-price lunch;
- Special education status;
- Limited English Proficiency status; and
- Attendance from the previous year.

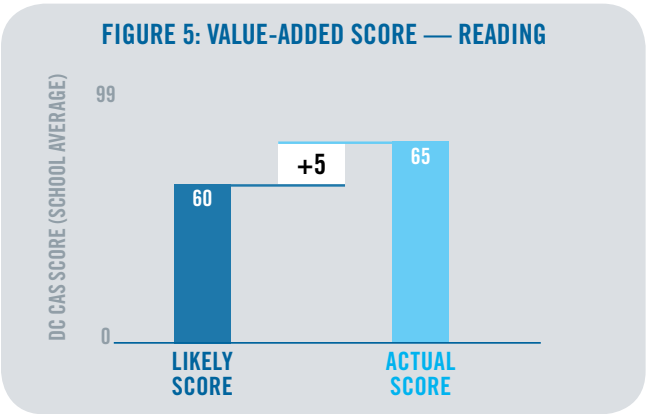
Can a school receive a high SVA score even if it fails to make Adequate Yearly Progress (AYP)?

Yes. AYP measures how many students in a school score Proficient or Advanced. SVA is a very different measure. It helps us estimate the *school's* impact on student learning as opposed to the impact of other factors, such as the students' prior skill level, the resources they have at home, or any learning disabilities they may have.



Can a school receive a high SVA score if its students start the year at a very low skill level?

Yes. SVA takes into account the starting skill level of the students in a school. As Figures 4 and 5 demonstrate, two schools can have the same SVA score even if their students start the year at different levels. The average likely DC CAS score of the students in the school represented by Figure 4 is 45, while the average likely score of the students in the school in Figure 5 is 60. Both schools, however, would receive the same SVA score (+5).



Can a school receive a high SVA score if many of its students have IEPs or are classified as Limited English Proficient?

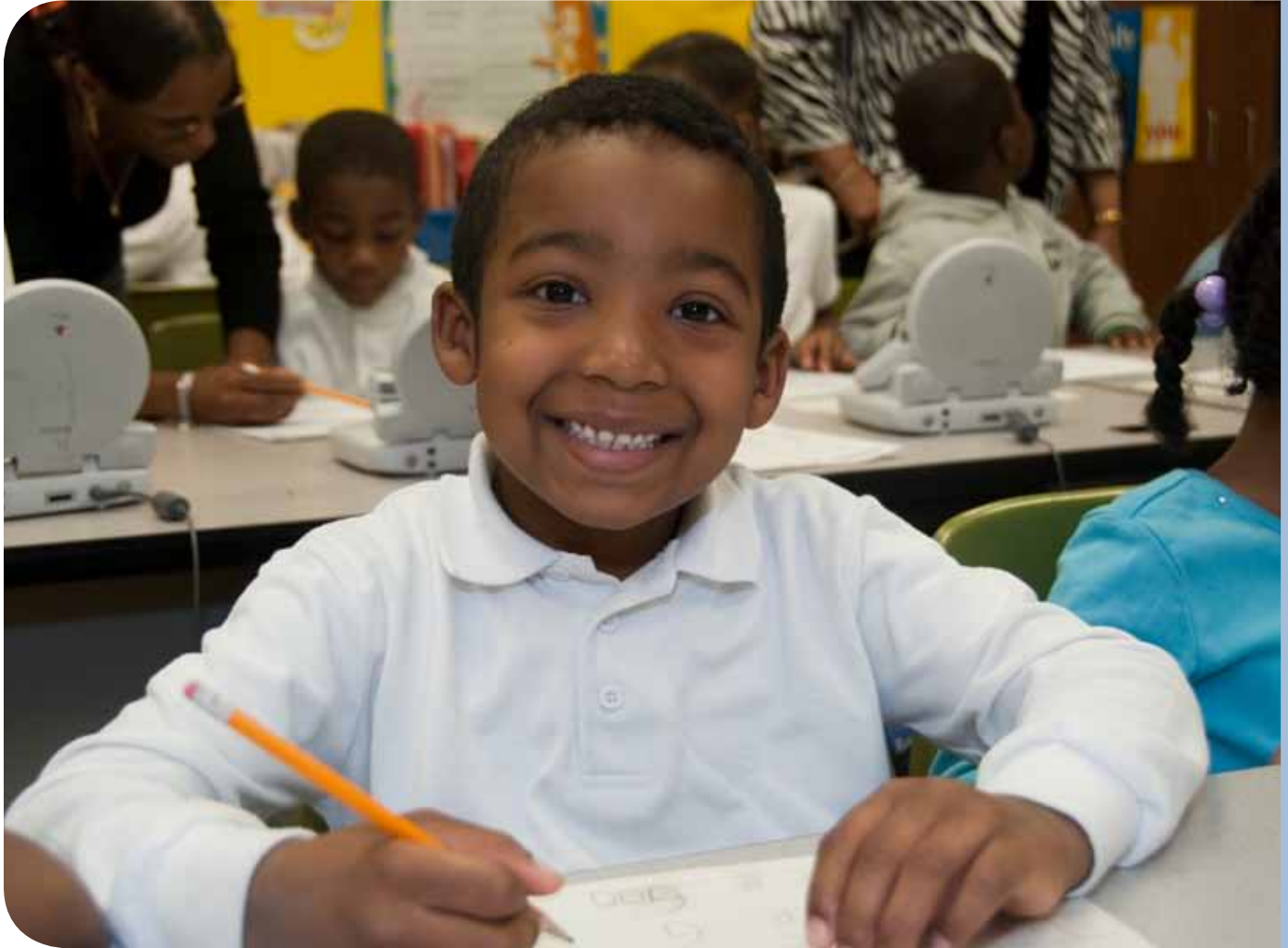
Yes. Statisticians account for these factors (and the others described previously) when calculating the *likely* DC CAS score for a school's students. What matters is the extent to which the students exceed their likely score.

Does a school need to have a minimum number of students to receive an SVA score?

Yes. DCPS requires that a school has at least 50 students with DC CAS scores from the previous year and the current year in order for it to receive an SVA score. We require this minimum to help discount the effect of unexpected occurrences during the testing period. For example, a student might have a disruption at home the night before the test that affects her or his test score and thereby distorts her or his school's SVA score. The effect of such an incident on a school's SVA score is likely to be greatest for schools with few students, so no school that has fewer than 50 students receives a SVA score.

If I have additional questions about SVA, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.



Meaghan Gay

CORE PROFESSIONALISM (CP)

What is Core Professionalism?

This component measures four basic tenets of professionalism: 1) having no unexcused absences; 2) having no unexcused late arrivals; 3) following the policies and procedures of your school (or program) and the school system; and 4) interacting with colleagues, students, families, and community members in a respectful manner.

How will my Core Professionalism be assessed?

Your administrator (or program supervisor) will assess your Core Professionalism according to the rubric at the conclusion of this section. S/he will assess you formally two times during the year. The first assessment will occur by December 1 and the second by June 14.

As part of each assessment cycle, you will have a conference with your administrator (or program supervisor). At this conference you will receive feedback based on the Core Professionalism rubric and discuss next steps for professional growth.

How will my Core Professionalism be scored?

Unlike the other rubrics in IMPACT, there are only three levels for Core Professionalism: Meets Standard, Slightly Below Standard, and Significantly Below Standard.

If you consistently receive a Core Professionalism rating of Meets Standard (and you receive no ratings of Slightly Below Standard or Significantly Below Standard), your overall score

for this component will be Meets Standard and you will see no change in your final IMPACT score. This is the case in the sample score chart to the right.

If you receive a rating of Slightly Below Standard on any part of the Core Professionalism rubric during a cycle (and you receive no ratings of Significantly Below Standard), you will receive an overall rating of Slightly Below Standard for that cycle, and ten points will be deducted from your final IMPACT score. An additional ten points will be deducted if you earn an overall rating of Slightly Below Standard again the next cycle.

If you receive a rating of Significantly Below Standard on any part of the Core Professionalism rubric during a cycle, you will receive an overall rating of Significantly Below Standard for that cycle, and twenty points will be deducted from your final IMPACT score. An additional twenty points will be deducted if you earn an overall rating of Significantly Below Standard again the next cycle.

Please note that, if you are shared between two schools, the lower of your two Core Professionalism scores for each cycle will be used for your final IMPACT score.

For more information about the scoring process, please see the Putting It All Together section of this guidebook.

If I have additional questions about Core Professionalism, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

SAMPLE SCORE CHART
CORE PROFESSIONALISM (CP)

CORE PROFESSIONALISM (CP)	CYCLE ENDS 12/1	CYCLE ENDS 6/14	OVERALL
CP SCORE (Lowest of CP 1 to CP 4)	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD
CP 1: Attendance	MEETS STANDARD	MEETS STANDARD	
CP 2: On-Time Arrival	MEETS STANDARD	MEETS STANDARD	
CP 3: Policies and Procedures	MEETS STANDARD	MEETS STANDARD	
CP 4: Respect	MEETS STANDARD	MEETS STANDARD	



Michael DeAngelis



CORE PROFESSIONALISM (CP) RUBRIC

MEETS STANDARD		SLIGHTLY BELOW STANDARD
CP 1: ATTENDANCE		
CP 1	Individual has no unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).	Individual has 1 unexcused absence (an absence that is in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).
CP 2: ON-TIME ARRIVAL		
CP 2	Individual has no unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).	Individual has 1 unexcused late arrival (a late arrival that is in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).
CP 3: POLICIES AND PROCEDURES		
CP 3	Individual always follows DCPS and local school policies and procedures (for example, procedures for submitting student discipline referrals, policies for appropriate staff attire, protocols for the Thirty-Minute Morning Block).	With rare exception , individual follows DCPS and local school policies and procedures (for example, procedures for submitting student discipline referrals, policies for appropriate staff attire, protocols for the Thirty-Minute Morning Block).
CP 4: RESPECT		
CP 4	Individual always interacts with students, colleagues, parents/guardians, and community members in a respectful manner.	With rare exception , individual interacts with students, colleagues, parents/guardians, and community members in a respectful manner.

SIGNIFICANTLY BELOW STANDARD

Individual has **2 or more** unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

Individual has **2 or more** unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

Individual **demonstrates a pattern** of failing to follow DCPS and local school policies and procedures (for example, procedures for submitting student discipline referrals, policies for appropriate staff attire, protocols for the Thirty-Minute Morning Block).

Individual **demonstrates a pattern** of failing to interact with students, colleagues, parents/guardians, or community members in a respectful manner.



SUPPORTING YOUR SUCCESS

What resources are available to help me be successful?

Professional development is critical to our success as a school system. After all, the best schools are those focused on the learning of children *and* adults. This is why providing educators with outstanding support is a top district priority.

Below you will find more information about job-specific resources and learning opportunities designed to help you improve your practice.

CURRICULAR RESOURCES

The Teaching and Learning Framework defines the *how* of effective instruction, and a key district focus this year is providing meaningful support to educators on the *what* and the *when*.

Over the next three years, DCPS will work towards a full adoption of the Common Core State Standards (CCSS) for English language arts; literacy in history/social studies, science, and technical subjects; and mathematics. To support this transition, we will provide scope and sequence documents, recommended texts, and sample unit assessments. We will also administer aligned, paced interim assessments, and you will have the opportunity to participate in structured data cycles to support you in using student achievement information to guide your classroom practice.

OVERVIEW OF THE DISTRICT'S THREE-YEAR ROLLOUT OF THE COMMON CORE STATE STANDARDS (CCSS)

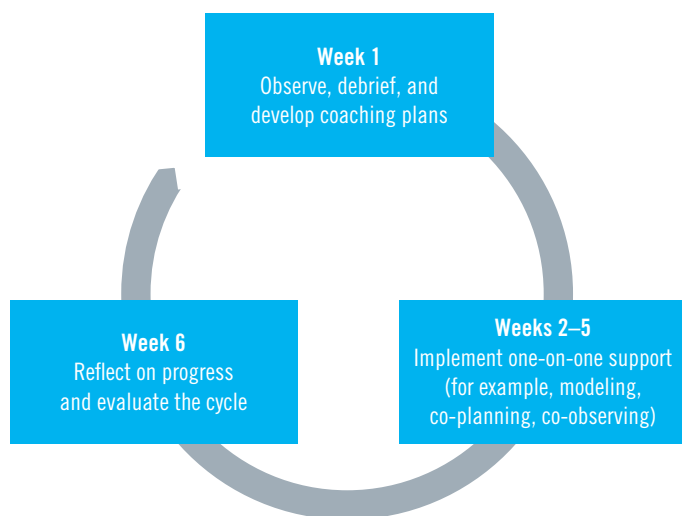
SCHOOL YEAR	GRADES/CCSS	IMPLEMENTATION PLAN
2011–2012	K–12 English Language Arts 6–12 Literacy Reading (LIT R) K–2 Mathematics	Implementation Focus: K–12 English language arts teachers will teach the ELA CCSS and K–2 math teachers will teach the Mathematics CCSS
		Professional Development Focus: Foundational Reading, Literature, Informational Text, Literacy Reading, and Mathematics CCSS
2012–2013	3–12 Mathematics 6–12 Literacy Reading (LIT R)	Implementation Focus: K–12 math teachers will teach the Mathematics CCSS, and social studies, science, and technical subject teachers will teach the LIT R CCSS
		Professional Development Focus: Mathematics CCSS
2013–2014	K–12 English Language Arts 6–12 Literacy Writing (LIT W)	Implementation Focus: Social studies, science, and technical subject teachers will teach the LIT W CCSS
		Professional Development Focus: Writing and Language CCSS

INSTRUCTIONAL COACHES

School-based instructional coaches will support teachers in improving their practice through differentiated, job-embedded professional development. During learning cycles and in other settings, instructional coaches will work with teachers to analyze data and student work, observe and debrief lessons, co-teach, and model effective practices. See below for more information about learning cycles.

Learning Cycles

This year, all instructional coaches will facilitate learning cycles that focus on the Common Core State Standards and the Teaching and Learning Framework. Learning cycles are designed to provide teachers with intensive classroom support over the course of several weeks in both one-on-one and group settings. This approach exemplifies research-based best practices for professional development: support is extended over time, is targeted and specific, and includes ongoing follow-up.



“My instructional coach has helped me collaboratively plan with my colleagues. He has also helped me enhance my lessons by making them more rigorous with higher-order thinking questions.”

DIONNE HAMMIEL, TEACHER, BURROUGHS EC

“Our coach led a six-week intervention session during which the K–2 teachers met twice weekly during the morning block. We each identified a group of students whose progress was not sufficient in reading. We looked at DIBELS and TRC data to identify areas of weakness, and then we planned interventions for those students. Our coach helped us find resources and facilitated discussions on methods for teaching fluency and other skills. We all saw reading growth in our students.”

ALAINA FELDER, TEACHER, WALKER-JONES EC



MASTER EDUCATORS

Master educators provide professional development to teachers in multiple ways. During post-observation conferences (POCs), master educators and teachers discuss a recent lesson observation and identify strengths and areas for growth. These conversations are opportunities for teachers to both reflect on their practice and seek content-specific guidance and resources. In addition to POCs, master educators support teachers through individual professional development appointments, as well as group workshops and presentations to school staff.

“I am fortunate to have had the opportunity to work in a supportive environment where I have been able to learn and grow as an educator. All the master educators that I have come into contact with have been fabulous. I have learned so much from them, and their input has greatly impacted my classroom practice. My master educator’s ‘Super Six’ strategy has changed the way I approach reading comprehension.”

KHUDIJA AMJAD, TEACHER, BRENT ES

NEW TEACHER SUPPORT

All teachers new to DCPS are invited to attend New Teacher Orientation, a three-day training at the beginning of the year designed to familiarize newcomers with the Teaching and Learning Framework and district policies. In addition, new teachers receive mentoring support to meet their specific needs. Mentors conduct observations, help with data analysis and lesson planning, and guide teachers in reflecting on what’s working, what’s not, and how to improve.

“I’ve appreciated the ongoing support I’ve received from my DCPS mentor, not only because she comes each week and provides feedback, but also because, as a veteran teacher, she can help me navigate the ins and outs of the school system. She’s a great resource.”

JONGWOOK KIM, TEACHER, ROOSEVELT SHS

“I JUST GOT MY IMPACT ASSESSMENT. WHAT SHOULD I DO NOW?”

- Make sure you understand all of your scores and comments. Ask your observer for further clarification if necessary.
- Work with your instructional coach. It’s useful to show the coach your scores and comments so that she or he can have the information necessary to help you. With the coach, consider selecting a particular Teach standard to focus on at first.
- Ask your principal for advice. Supporting teachers on instruction is one of the most important parts of a principal’s job.
- View ‘Reality PD’ lesson videos that address the Teach standards on which you would like to improve. Explore the resources that accompany each video.
- Observe a teacher who is strong in an area in which you’d like to improve. Ask your coach or principal for a recommendation.
- Access relevant resources from the online Educator Portal.

REALITY PD

Reality PD is an extensive library of more than 100 professionally-produced lesson videos, filmed in DCPS classrooms and featuring our own outstanding teachers. The clips cover all nine Teach standards and a variety of grade levels and major subject areas. These impressive videos celebrate excellent teaching across the city and will be a powerful professional development tool to drive even more great practice. For example:

- Teachers can view videos as part of their own, self-guided professional development.
- Instructional coaches may ask teachers to view specific videos as part of an individual learning cycle.
- In written reports or during POCs, administrators and master educators may refer teachers to videos that are relevant to the teacher's particular areas for growth.
- School leaders may use videos as part of the collaborative professional development in their buildings.

The video library will be housed on the new Data and Professional Development Platform, along with educators' IMPACT data, student data, and individualized professional development resources. The Platform is scheduled to launch in January 2012.



Victoria Tyson, School Without Walls SHS



Sabrina Malone, Houston ES



Tanya Copeland, King ES



Tiffani Turner, Houston ES



Scott Harding, Maury ES



Victoria Pearson, Stuart-Hobson MS

PD PLANNER

PD Planner is an online catalogue of professional development opportunities that enables DCPS educators to target support where they need it most. Educators can browse offerings and register for workshops presented by DCPS, the Washington Teachers' Union, and other organizations. At the conclusion of a training course, a certificate of completion can be submitted for recertification credit, as applicable, with the Office of the State Superintendent of Education (OSSE). Visit PD Planner at <http://dcps.schoolnet.com>. Instructional coaches or principals can provide login information.

THE EDUCATOR PORTAL

The DCPS Educator Portal is a website where educators can learn about upcoming professional development opportunities offered by both DCPS and external organizations. Additionally, many departments in the DCPS central office maintain subpages on the Educator Portal to provide targeted information, resources, and professional development opportunities. The Portal also houses teacher-developed instructional resources, such as sample lesson plans and assessments, as well as information and guidance related to the Teaching and Learning Framework and IMPACT.

Access the Portal at <http://dcps.dc.gov/educators> from home or school, logging in using a DCPS e-mail address (first.last@dc.gov) and e-mail password.

FOR SPECIAL EDUCATION TEACHERS

A variety of workshops are held throughout the year on relevant topics for special education teachers, such as writing effective transition goals and engaging students at all learning levels in rigorous work. For more information about these trainings, as well as to access important policy documents and explore DCPS and external professional development resources, visit the special education page of the Educator Portal at <https://sites.google.com/a/dc.gov/educators/groups/special-education-teachers>.

Special Education Data System (SEDS) training is offered regularly by the Office of Data and Accountability to support teachers in using the EasyIEP program. SEDS training assists teachers in navigating the data system, accessing Individual Education Plans (IEPs), analyzing and entering data, and ordering assessments. To sign up for training, visit <https://octo.quickbase.com/db/berthuw6f>.

The Office of the State Superintendent of Education (OSSE) provides professional development and technical assistance for special education teachers, including workshops on data-driven instruction, assessment, behavior interventions, secondary transitions, and more. For additional information about this support, visit the Division of Special Education (DSE) Training and Technical Assistance Unit section of the OSSE website at <http://osse.dc.gov>.

The Council for Exceptional Children (CEC) is the largest international professional organization dedicated to improving the educational success of individuals with disabilities, gifts, and talents. The CEC offers professional development through webinars, conferences, and workshops, and posts resources on the Teaching and Learning Center page of their website. For more information, visit <http://www.cec.sped.org>.

FOR TEACHERS AND STAFF AT SPECIAL SCHOOLS

The Full Service Schools (FSS) model brings together leading practices from the fields of education and mental health to ensure academic success for all students. School staff at Full Service Schools receive additional support in implementing the Teaching and Learning Framework and specialized training in developing behavior management systems, welcoming school climates, and family partnerships.

The Schoolwide Applications Model (SAM) aims to better integrate support services within schools. At schools participating in this program, SAM coaches support teachers during collaborative and individual coaching cycles and are available to work with all staff in implementing evidence-based best practices in the following areas: Positive Behavior Interventions and Supports (PBIS); Response To Intervention (RTI) for both behavior and academics; intervention plans for students with special needs; classroom management strategies; and data collection and analysis. In addition, the DCPS SAM team and national consultants are available to lead on-site trainings. To learn more, visit the SAM page on the Educator Portal at <https://sites.google.com/a/dc.gov/educators/groups/sam-schools>.

Catalyst Schools are organized around one of three curricular themes: 1) science, technology, engineering, and mathematics (STEM); 2) arts integration; or 3) world cultures. At these schools, experts from local and national partner organizations regularly provide in-depth training related to each school's focus area.

At International Baccalaureate (IB) Schools, specialized training is offered to support teachers and staff in implementing IB methods, with a focus on developing students' intellectual, personal, emotional, and social skills. The International Baccalaureate Organization also offers workshops and online training for teachers. More information is available at <http://www.ibo.org/events>.

THE WASHINGTON TEACHERS' UNION

The Washington Teachers' Union (WTU) offers the Educational Research and Dissemination (ER&D) program — research-based professional development courses held after school, on weekends, and during district professional development. Past courses have included: Beginning Reading Instruction; Making Data and Classroom Assessments Work for You; Organizing the Classroom for Teaching and Learning; Psychology and Education of the Exceptional Child; Response to Intervention; School, Family Community: Supporting Student Learning; and Thinking Mathematics.

In addition, the WTU professional development office coordinates free, site-based professional learning opportunities designed to support local school improvement initiatives. For more information, please visit <http://www.wtulocal6.org>.

“My students last year taught me that I needed to refresh my bag of tricks for dealing with a variety of behaviors, so I took a course offered by the WTU. Despite having taught for more than 20 years, I can honestly say that I learned many new things about behavioral psychology and how to deal with students who disrupt the learning environment. The result: I had new skills and a team of colleagues with whom I could problem solve.”

PAMELA ROSS, TEACHER, OYSTER-ADAMS BILINGUAL SCHOOL

PUTTING IT ALL TOGETHER

What does this section explain?

This section is designed to help you understand how all of the components of your assessment will come together to form an overall IMPACT score and rating. The process involves five steps.

Step 1

We begin by identifying your overall ratings for each component of your assessment. Recall that, for all components other than Core Professionalism, the score will always range from 4.0 (highest) to 1.0 (lowest).

Step 2

We then multiply each component score by its percentage from the pie chart at the beginning of this guidebook. This creates “weighted scores” for each component. The chart below provides an example.

SAMPLE SCORE

COMPONENT	COMPONENT SCORE	PIE CHART PERCENTAGE	WEIGHTED SCORE
Autism Teaching Standards (AUT)	3.6	x 45	= 162
Teacher-Assessed Student Achievement Data (TAS)	4.0	x 10	= 40
Applied Behavior Analysis for Autism Classrooms (ABA)	3.8	x 10	= 38
Individual Education Plan Timeliness (IEPT)	3.0	x 10	= 30
Eligibility Timeliness (ELT)	4.0	x 10	= 40
Commitment to the School Community (CSC)	3.5	x 10	= 35
School Value-Added Student Achievement Data (SVA)	3.3	x 5	= 17
TOTAL			362

Step 3

We then add the weighted scores to arrive at a total score. The total score will always be between 100 and 400.

Step 4

We then adjust your total score based on your rating for Core Professionalism. If your rating for this component is Meets Standard for both cycles, then your total score remains unchanged. If not, then 10 points are subtracted from your total score for each cycle in which your rating is Slightly Below Standard, and 20 points are subtracted for each cycle in which your rating is Significantly Below Standard. In the example above, the individual's rating for all cycles is Meets Standard, so no points have been subtracted.

Step 5

Finally, we take your adjusted score and use the scale below to arrive at your final IMPACT rating.

OVERALL IMPACT SCALE

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
100 Points	175 Points*	250 Points**	350 Points***
			400 Points

**A score of exactly 175 would be classified as Minimally Effective.*

***A score of exactly 250 would be classified as Effective.*

****A score of exactly 350 would be classified as Highly Effective.*

Note: If you are not employed by DCPS for the entire year (for example, because you joined the school system partway through the year), or if, while employed by DCPS, you have an absence which causes you to miss one or more of your assessments, DCPS may at its discretion make adjustments to the IMPACT system to ensure that you receive a final IMPACT score for the year. These adjustments may include, among other things, changing deadlines, changing the number of assessments, and changing the type of assessment. Also, if unexpected circumstances interfere with the completion of one or more of your assessments, DCPS may nevertheless issue a final IMPACT score based on the remaining assessments. Finally, DCPS reserves the right to make any additional modifications to the IMPACT system during the school year. DCPS will provide notice of any such modifications prior to their implementation. (For the purposes above, “assessments” refers to observations, conferences, holistic reviews, data, and other means of measuring performance.)

What do these ratings mean?

Highly Effective: This rating signifies outstanding performance. Under the Washington Teachers' Union contract, WTU members who earn this rating are eligible for additional compensation.

Effective: This rating signifies solid performance. Individuals who earn this rating will progress normally on their pay scales.

Minimally Effective: This rating signifies performance that is below expectations. Individuals who receive this rating have another year to take advantage of the professional development opportunities provided by DCPS. Such individuals will be held at their current salary step until they earn a rating of Effective or higher. Individuals who receive a rating of Minimally Effective for two consecutive years will be subject to separation from the school system.

Ineffective: This rating signifies unacceptable performance. Individuals who receive this rating will be subject to separation from the school system.

If I have a concern about my rating, what should I do?

If you ever have a concern, we encourage you to contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.



Bel Perez Gabilondo



IMPACT*plus*

What is IMPACT*plus*?

IMPACT*plus* is the performance-based compensation system for Washington Teachers' Union (WTU) members.

Why does DCPS have a performance-based pay system?

DCPS and the WTU agreed in the most recent teachers' contract to develop and implement a performance-based pay system because we felt it was essential to demonstrate – in the boldest way possible – how much we value the work you do. IMPACT*plus* is the product of this groundbreaking collaboration. We are proud that outstanding DCPS educators are now being paid what they deserve. In fact, some have seen their compensation more than double. We recognize that you did not choose to enter the field of education for monetary reasons. But we also recognize that you deserve to be compensated as true professionals.

Who created IMPACT*plus*?

As noted above, DCPS and the WTU collaboratively developed the system. As part of this process, we examined compensation models from around the country.

Who is eligible for IMPACT*plus*?

Any WTU member who earns an IMPACT rating of Highly Effective is eligible.

How do I know if I am a WTU member?

All teachers, instructional coaches, mentor teachers, librarians, counselors, related service providers, and a handful of other educators are part of the WTU. If you are not sure about your status, please contact the WTU at 202-293-8600.

How will I know if I receive a Highly Effective rating?

You can find out by logging into the IMPACT database at impactdcps.dc.gov. If you need assistance logging in, please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

Do I need to be a “full” union member to be eligible for IMPACT*plus*, or is “agency fee” status enough?

You only need “agency fee” status to be eligible for IMPACT*plus*. To learn more about this status, please contact the WTU at 202-293-8600.

How much can I earn under IMPACT*plus*?

Depending upon which IMPACT group you are in, and depending upon other factors like the free and reduced-price lunch rate of your school, you can earn over \$130,000 annually.

How does IMPACT*plus* compare with the previous compensation system?

Under the previous contract, the starting salary was \$42,369 and it took 21 years to achieve the maximum salary of \$87,584. Under IMPACT*plus*, a Highly Effective teacher has the potential to earn \$76,539 in her/his first year, and can achieve the maximum salary of \$131,540 in just nine years.

How does it work?

For teachers, IMPACT*plus* has two parts: an annual bonus and an increase in base salary.

PART 1: ANNUAL BONUS

How does the annual bonus work?

As noted in the introduction, to qualify for IMPACT*plus*, you must have an IMPACT rating of Highly Effective. With this rating, you will be eligible for an annual bonus according to the chart below.

YOUR IMPACT RATING	YOUR SCHOOL'S FREE AND REDUCED-PRICE LUNCH RATE	YOUR BONUS	YOUR ADD-ON IF YOU ARE IN IMPACT GROUP 1	YOUR ADD-ON IF YOU TEACH A "HIGH-NEED" SUBJECT	YOUR TOTAL POSSIBLE ANNUAL BONUS
Highly Effective	60% or Higher	\$10,000	Additional \$10,000	Additional \$5,000	\$25,000
	59% or Lower	\$5,000	Additional \$5,000	Additional \$2,500	\$12,500

How do I know what my school's free and reduced-price lunch rate is?

Each school's rate is listed on the DCPS website at dcps.dc.gov/DCPS/impactplus. If you work at more than one school, we will use the average of your schools' rates.

Why do teachers in schools with high free and reduced-price lunch rates receive higher bonuses?

One of the goals of IMPACT*plus* is to help our highest-poverty schools attract and retain outstanding educators. This is why we are offering higher bonuses to the individuals who serve in these schools.

Why do teachers in Group 1 receive a special add-on?

Teachers in Group 1 are unique in that 50% of their IMPACT assessment comes from student growth data. Given the challenges associated with such a rigorous measure, we felt it was appropriate to recognize the most effective Group 1 educators with higher bonuses.

How do I know if I am in IMPACT Group 1?

If you are not sure, please log into the IMPACT database at impactdcps.dc.gov. If you need assistance logging in, please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

Why do teachers of “high-need” subjects receive a special add-on?

“High-need” subjects like special education and secondary math are typically hard to staff. The add-on will help us attract and retain outstanding educators in these key areas.

How do I know if I teach a “high-need” subject?

For the 2011–12 school year, the following subjects qualify: special education, English as a Second Language (ESL), bilingual education, secondary math, and secondary science. If you are not sure if your subject qualifies, please visit the DCPS website at dcps.dc.gov/DCPS/impactplus.

If I teach multiple subjects, only one of which is “high-need,” do I still qualify for the add-on?

Yes.

Can I receive the add-on for teaching a “high-need” subject even if I am not in Group 1?

Yes.

Can I receive the add-on for being in Group 1 even if I do not teach a “high-need” subject?

Yes.

If I retire at the end of the 2011–12 school year, will I be eligible for the bonus?

Yes.

Will the bonus count towards my pension calculation?

No.

If I resign at the end of the 2011–12 school year, will I be eligible for the bonus?

No. In addition to recognizing and rewarding excellent teachers, *IMPACTplus* aims to retain them. Thus, to be eligible for the bonus, you must be employed by DCPS, or be a new entrant to the teachers’ retirement system, at the time of the bonus distribution.

If I am separated from the school system for disciplinary reasons, will I be eligible for the bonus?

No.

If I am employed by DCPS for only part of the school year, will I receive the full bonus?

No. Assuming you are employed by DCPS (or are a new retiree) at the time of the bonus distribution, your bonus will be prorated according to the number of full months you worked during the school year in which you earned the Highly Effective rating.

Are there any conditions attached to accepting the bonus?

Yes. After accepting the bonus, you will no longer have access to the “extra year” or buyout options if you are excessed in the future and cannot find a placement at another school. To learn more about these options, please consult the WTU contract (Section 4.5.5) at www.wtulocal6.org/contract/.

Am I required to accept the bonus?

No. If you would prefer not to give up the “extra year” or buyout options related to excessing, you may forgo the bonus.

How will I communicate to DCPS whether I want to accept the bonus?

Once final IMPACT reports are available, you will submit your decision by logging into the IMPACT database at <http://impactdcp.dc.gov>. DCPS will provide more details at that time.

When will I receive my bonus?

All bonuses will be paid by the end of the calendar year in which they are earned.

Will the bonus be subject to District of Columbia and federal income taxes?

Yes.

If I earn a Highly Effective rating again next school year (2012–13), will I be eligible for another bonus?

Yes. You will be eligible every year that you earn a Highly Effective rating.

If I have additional questions about the annual bonus, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcp.dc.gov.



PART 2: INCREASE IN BASE SALARY

How does the increase in base salary work?

If you earn a Highly Effective rating two years in a row, you will be eligible for an increase in your base salary.

How will it work?

We will increase your base salary in two ways. First, we will move you to the master's degree salary band if you are not already there. Second, we will grant you a service credit, meaning we will pay you as if you had additional years in the system. The size of the service credit will depend upon the free and reduced-price lunch rate of your school (see below).

YOUR IMPACT RATING FOR TWO CONSECUTIVE YEARS	YOUR SCHOOL'S FREE AND REDUCED-PRICE LUNCH RATE	YOUR SERVICE CREDIT
Highly Effective	60% or Higher	5 Years
	59% or Lower	3 Years

An example might be helpful here. Let us suppose it is the end of the 2011–12 school year and you just earned your second consecutive Highly Effective rating in a high-poverty school. Let us also suppose that you just finished your seventh year of teaching. For the 2012–13 school year — your eighth year of teaching — we would actually pay you as if you were in your *twelfth* year (7 years + 5 years of credit).

Will the service credit count for retirement eligibility?

No. Your retirement eligibility will still depend on the *actual* number of years you have worked in the school system.

If I earned a Highly Effective rating last school year (2010–11), am I halfway to qualifying for the increase in base salary?

Yes. If you earn a Highly Effective rating again during the 2011–12 school year, you will qualify for the increase in base salary.

To earn the five-year service credit, do both of my Highly Effective ratings need to be in schools with a free or reduced-price lunch rate above 60%?

Yes. If one of your Highly Effective ratings is earned in a low-poverty school, you will only be eligible for the three-year service credit.

Are there any conditions attached to accepting the increase in base salary?

Yes. After accepting the increase, you will no longer have access to the “extra year” or buyout options if you are excessed in the future and cannot find a placement at another school. To learn more about these options, please consult the WTU contract (Section 4.5.5) at www.wtulocal6.org/contract/.

Am I required to accept the increase in base salary?

No. If you would prefer not to give up the “extra year” or buyout options related to excessing, you may forgo the increase in base salary.

What happens when I reach the highest salary on the master’s degree band?

If you continue to earn Highly Effective ratings, we will move you to the highest salary on the PhD band.

If I have additional questions about the increase in base salary, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.



CONCLUDING MESSAGE

This system is called “IMPACT” because you, the adults serving in our schools, have the ability to make a dramatic, positive impact on our students’ lives. You are the most important lever of change in our school system.

Thanks to your tireless efforts, we have made great progress over the past couple of years — but we still have a long way to go. Together, we must remain committed to our vision of this district as the highest performing in the nation, challenging ourselves to seek every opportunity for reflection, collaboration, and improvement.

While our expectations are incredibly high, they are not unreachable. Our students deserve nothing less.



Bel Perez Gabilondo



Michael DeAngelis



Bel Perez Gabilondo



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In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990 and the D.C. Human Rights Act of 1977, as amended, District of Columbia Official Code Section 2-1401.01 et seq. (Act), the District of Columbia Public Schools (DCPS) does not discriminate (including employment therein and admission thereto) on the basis of actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, family status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an interfamily offense, or place of residence or business. Sexual harassment is a form of sex discrimination, which is prohibited by the Act. In addition, harassment based on any of the above-protected categories is prohibited. Discrimination in violation of the aforementioned laws will not be tolerated. Violators will be subject to disciplinary action.

Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. •

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